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ABSTRACT

These proceedings consist of the texts of papers and panel discussions presented at a Parker Project-sponsored futures symposium on youth, work, economic productivity, and the challenges facing Wisconsin's secondary schools in providing job training for the future. Addressed in the individual presentations included in this volume are the following: economic development and preparation of youth for the world of work by secondary schools; preparation of women, minorities, and disadvantaged youth for the world of work; opportunities for and constraints on business and education partnerships; effectiveness and efficiency in the delivery of secondary vocational education programs in Wisconsin as seen in four models; alternative financing schemes for funding vocational education; the mission of public elementary and secondary education in preparing youth for the world of work and for economic productivity; and assessment of Wisconsin's state of risk with respect to inadequacies in job preparation practices. (MN)

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FUTURES SYMPOSIUM

Youth, Work & Economic Productivity: Wisconsin at Risk.

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HERBERT J. GROVER/STATE SUPERINTENDENT/DEPARTMENT OF PUBLIC INSTRUCTION

FUTURES SYMPOSIUM
Youth, Work & Economic Productivity: Wisconsin at Risk?

By

Charlotte M. Oinonen

Director, Parker Project

George Parker/Chairman of the Board/The Parker Pen Company
Herbert J. Grover/State Superintendent/ Department of Public Instruction

Bulletin No. 4413

THE PARKER PROJECT

is a partnership between the Parker Pen Company and the Department of Public Instruction. This publication and all project activities are a result of this partnership and the joint funding from the Parker Fund of the Janesville Foundation and the DPI.

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TABLE OF CONTENTS

Page

FOREWORD ix

INTRODUCTION xiii

THE SYMPOSIUM OPENING

YOUTH, WORK, AND ECONOMIC PRODUCTIVITY
Herbert J. Grover, State Superintendent
Department of Public Instruction 1

DAY 1

ECONOMIC DEVELOPMENT AND PREPARATION OF YOUTH FOR THE WORLD OF WORK: THE ROLE OF SECONDARY SCHOOLS

Speaker
Carl A. Weigell, President and Chief Executive Officer
Motor Castings Company,
Milwaukee, Wisconsin 7

Panel Discussion 11
David E. Horn, Director of Management and Training
Kearney and Trecker Corporation, Milwaukee, Wisconsin

Barbara Ulichny, Representative, 12th District
Wisconsin State Assembly

Laura Strain, Economic Development Coordinator
Milwaukee Area Technical College

Dean Bowles, Deputy State Superintendent
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PROGRAM NEEDS AND REQUIREMENTS FOR THE YEARS 1990-2000,

Small Group Sessions

Basic Skills, Arts and Sciences, Vocational Education and Occupational Preparation (Summary) 20

Career Education, Vocational Counseling and Guidance, Work Experience, Employability Attitudes and Skills, Knowledge of Business, Industry and Labor (Summary) 21

Standards, Accountability for Schools, and Administrators, Teachers, and Students (Summary) 23

PREPARATION OF WOMEN, MINORITIES, AND DISADVANTAGED YOUTH FOR THE WORLD OF WORK

Panel Discussion 25

Phil Lerman, Co-Director
University of Wisconsin-Milwaukee
Employment and Training Institute

Russ Weisensel, President
Wisconsin Agri-Business Council

Susan DuBois, President
Geotechnical Services

March Schultz, Director
State Board of League of Women Voters
of Wisconsin

BUSINESS AND EDUCATION PARTNERSHIPS: OPPORTUNITIES AND CONSTRAINTS

Small Group Sessions

Business and Education Partnerships (Summary) 32

Constraints, Problems and Barriers (Summary) 33

Opportunities, Options, and Possibilities (Summary) 33

EFFECTIVENESS AND EFFICIENCY IN THE DELIVERY OF SECONDARY VOCATIONAL EDUCATION PROGRAMS IN WISCONSIN: FOUR MODELS OF DELIVERY

Panel Discussion 35
  Glenn Davison
  Vocational and Technical Adult Education Board

  Joseph Pellegrin, District Administrator
  Oshkosh Public Schools

  John Benson, Assistant Superintendent
  Division for Instructional Services
  Department of Public Instruction

  Richard Dignan, Director
  Bureau for Vocational Education
  Department of Public Instruction

ALTERNATIVE FINANCE SCHEMES FOR FUNDING VOCATIONAL EDUCATION

Speaker
  Brian Roherty, Administrator
  Division for Management and Budget
  Department of Public Instruction 45

DAY 2

THE MISSION OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION: PREPARATION OF YOUTH FOR THE WORLD OF WORK AND FOR ECONOMIC PRODUCTIVITY

Speaker
  Harland Samson, Professor and Associate Dean
  Department of Education
  UW-Madison 47

Small Group Sessions
  Mission Statement Discussion 51

  Group A (Summary) 52

  Group B (Summary) 53

  Group C (Summary) 53

  Draft Mission Statement 54

THE SYMPOSIUM CLOSING

THE FUTURE'S SYMPOSIUM ON YOUTH, WORK AND ECONOMIC PRODUCTIVITY: WISCONSIN AT RISK?

Speakers 55

Roger Axtell, Vice President
Corporate Public Affairs
The Parker Pen Company

John Benson, Assistant Superintendent
Department of Public Instruction

John Lavine, Publisher and
Editor, Lavine Newspaper Group

RESPONSE AND CONCLUDING REMARKS
Herbert J. Grover, Superintendent
Department of Public Instruction 65

FOREWORD

Concern has been expressed over the large number of youth who fail to make a successful transition from school to the world of work and over mounting youth unemployment. The needs of business and industry appear to be outdistancing the ability of secondary schools to perform successfully in their work preparation role. Many business people and educators feel that, unless we start planning now for jobs which will be in demand in 1990, students will not be prepared for work and jobs will not be filled.

It has been, and will continue to be, a policy goal of my administration that every young person should leave high school with the basic academic and job skills needed to become self-sustaining in the world of work. Moreover, while I am deeply concerned about the high unemployment rate, I am equally concerned about the growing mismatch between the skills of the young worker and the changing skill needs of business and industry.

The Department of Public Instruction and The Parker Pen Company, through the Parker Fund of the Janesville Foundation, have taken a necessary first step in planning for the improvement of the work preparation role of Wisconsin's secondary schools. Together we have introduced to Wisconsin the first state level business and education partnership which goes beyond an advisory committee role. This partnership has potential statewide impact on vocational education in secondary schools.

Approximately two-thirds of all young people enter full-time employment at or before the completion of high school. The public schools have the obligation to help assure that these young people can fill the available jobs and make a successful transition from school to the world of work. Secondary schools need to address the concerns of business and the changes in the labor market. From these needs spring the goals of the Parker Project.

Phase I of the project, beginning in December of 1981, was designed to provide the information base necessary to enhance understanding of the present performance of secondary schools, to project future vocational and occupational needs of business, and to support planning and decision-making about needed changes. At that time an information base did not exist upon which an accurate assessment could be made of our secondary schools' capacity to meet the needs of business, students, and society in 1990 and 2000.

This information base of Phase I includes Wisconsin data already collected and available and new data where current information is lacking. Five separate efforts are incorporated into the final report of Phase I. A Review of the Literature (#1) is designed to fulfill the need to identify and summarize other state and national research and literature dealing with the transition of the secondary student from school to the world of work. The Stout Analysis of Wisconsin Data (#2) focuses on the role of secondary schools in preparing youth to 2,500 Wisconsin businesses, focuses on employer and employee perceptions of high school work preparation as related to current and future needs. Four Interpretive Essays (#4) is an effort to have the Stout and survey data interpreted by representatives from labor, business, and vocational education. Models of Business Education Partnerships (#5) identifies and describes business and education linkages, cooperative arrangements, and partnerships. The Summary of Phase I: What Is (#6) provides information from each of the five products.

This examination of the current role of secondary schools in Wisconsin and the needs of business and industry was an essential first step in planning for improvement in the role of our secondary schools in the preparation of youth for the world of work.

The six products of Phase I will be disseminated to business groups, educators, secondary schools, the VTAE system, colleges and universities, community and civic organizations, labor, and other policy and decision makers. The planning and goal-setting for Phase II cannot be accomplished until there is an understanding of the current perceptions and practices in Wisconsin.

Phase II began in April of 1983 and is designed to provide a forum for the determination of "What Should Be" for secondary education. The assessment of Wisconsin secondary schools and vocational programs and policy planning and recommendations will be the result of this phase.

An initial step in Phase II was A Futures Symposium - Youth, Work and Economic Productivity: Wisconsin at Risk, held in the fall of 1983 to generate futures thinking and goal-setting and to create a consensus on the role of secondary schools in preparing youth for the world of work and for economic productivity. People from labor, business, education, and government who are knowledgeable about trends, changes and needs of the future were selected for this planning process. Regional Futures Conferences will bring the same groups and decision makers together, in the summer of 1984, to address the future of secondary education, vocational education, business and education partnerships, economic development, and the effects of technology, statewide and regionally, on preparing youth for the world of work.

Phase III, the concluding phase of the Project, will review state policy initiatives, expert thinking and secondary school assessment; and lead to policy development, review, approval and ultimate implementation.

10

While the Parket Project is addressing the transition of the secondary student from school to work, several factors cause a sense of urgency. First, the public is concerned about the role of education in general. Questions about the quality of education have brought about an apparent crisis of confidence in public schools. Second, the challenges, problems, and opportunities facing our society suggest that the end of the 20th Century will be a period of dramatic change in business, industry, and society. Secondary schools and vocational education will need to keep abreast of these changes if Wisconsin's economy is to keep growing and remain competitive.

Our young people belong in school. With a more meaningful education brought about through the relevance of academic learning to the world of work, more young people will choose to remain in secondary schools. The schools of the future, I believe, will need to stress the basic skills to build the intellectual base needed for future job retraining and changes in employment demands. The schools will need to provide young people with the knowledge that will help them to better understand the needs of their work place and their communities.

Through the Parker Project, we intend to identify the needs of the students, industry, and education and bring them all together into a cooperative working relationship that can enhance the lives of our young people, provide for a more stable, productive state economy through a better prepared labor force, and help insure a more knowledgeable, optimistic, and aware citizenry.

Personally, I am optimistic about the future productivity of our state economy and the future role of our secondary schools in effecting a transition of youth from school to the world of work. The Parker Project is central to this effort and the cooperation and leadership of George Parker, chairman of the board of The Parker Pen Company, has been crucial. Our youth, educators, business and industry, and I are indebted to him. Indeed, we hope this example of leadership is only a beginning for a long and fruitful partnership of education and business and industry in the years to come.

Herbert J. Grover
State Superintendent of Public
Instruction
May, 1984

INTRODUCTION

The Future's Symposium on Youth, Work, and Economic Productivity was held October 31 through November 2, 1983, in Green Lake, Wisconsin. Thirty-four Wisconsin business, education, labor, and government leaders were brought together to discuss the future issues facing Wisconsin business, the labor force, the economy, and the role of secondary schools and vocational education. It had appeared through volumes of national reports and our own survey data that the needs of business and industry were outdistancing the ability of secondary schools to perform successfully in their work preparation role. Many Wisconsin business people had begun to feel that unless we started to plan now for the jobs which will be in demand in 1990, our students would not be prepared for the jobs available and Wisconsin would be at a competitive disadvantage in the world market. The Future's Symposium kicked off the futuring and planning activities of Phase II and provided a forum for the discussion of the role of elementary and secondary schools in developing our future workforce.

This publication follows the agenda of the two-day symposium and presents the remarks from many of the participants who addressed a specific topic or were panelists. Their commentary is recognized in the text of the report. However, many other people, as moderators or panelists, contributed to the success of the symposium. While their remarks are not a part of this report, they should be recognized for their contributions to the symposium.

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Employment and Economic
Development
Milwaukee Urban League

Tim Quinn
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Green Bay School District
Green Bay

Is Wisconsin at risk? Carl A. Weigell, president of Motor Castings Company in Milwaukee said at the symposium:

> Wisconsin's most important asset is its quality labor force, but Wisconsin is at risk of being at risk if this does not continue.

Jim Peterson, president of The Parker Pen Company states:

> We are concerned about the creation of jobs. It is jobs that underwrite the quality of life. People won't live where they can't work, and if there are fewer jobs, we lose our revenue base that supports the life that we have enjoyed.
>
> Wisconsin has been blessed with a highly skilled workforce, but this is now changing. The people are still there, but the skill mix is not.

To sustain the economy and to remain economically and intellectually competitive, the public elementary and secondary schools must respond to the needs of business and society. The Green Lake symposium resulted in a strong sense of urgency to act.

It appears that the high school is our last chance to ensure that most youth have an adequate preparation for self-sufficiency and employment. In other words, the economic renaissance in this state must begin with K-12 public elementary and secondary schools.

Bert Grover, State Superintendent of Public Instruction, says this about the symposium:

> To create in Wisconsin the finest, most educated, skilled workforce in America will require great changes in our educational system, changes in our fiscal priorities, and the joint effort of us all. The problem and the issues are clear. Now we must seek to find the answers.

It is the hope of the Parker Project that this symposium report will help you to find the answers.

Charlotte M. Oinonen
Director, Parker Project
May, 1984

THE SYMPOSIUM OPENING

YOUTH, WORK, AND ECONOMIC PRODUCTIVITY

Herbert J. Grover, State Superintendent
Department of Public Instruction

Bert Grover is the Superintendent of Public Instruction for the State of Wisconsin. Previously he served as superintendent for the Monona Grove Public Schools and Niagara Public Schools. He also served as the state legislative representative from Shawano and Menominee Counties for nine years.

Bert is a member of many state and national committees. Some of these include the Steering Committee for the Education Commission of the States, the University of Wisconsin Board of Regents, the Higher Educational Aids Board, and the State Board of Vocational, Technical and Adult Education.

After graduating from St. Norbert College, Bert earned his master's degree in International Relations at American University in Washington, D.C., was certified for teaching in Stevens Point in 1967, and completed his Ph.D. in Educational Administration at UW-Madison in 1974.

Herbert J. Grover:

I found an article the other day that said it all for me. It came from a community college in Houston, Texas. It said, that **among the major industrial nations in the world, the United States of America persists in its failure to provide guidance and motivation for the young people who, by reason of their vocational information and ability, do not fit into the college preparatory mold.** America's academically oriented public education system tends to downplay vocational education training programs. Perhaps vocational students can obtain social equity with their academic peers by upgrading the entire public vocational educational infrastructure. Vocationally interested youth, especially those ages 14 through 18, are not offered parity with college bound high school students when curriculum decisions are made. Many vocational-oriented students understand that their big step in life is to obtain employment. However, America's public schools are not designed to match their youthful enthusiasm. The fact is that these kids, young adults, are being more mature in their thinking about entry-level work than many of their academic counterparts.

The state of vocational education in our secondary schools in Wisconsin is not uniformly strong. The opportunities are not there; nor are there, in many instances, good program guides in terms of making sure that our secondary programs have quality and that they meet the expectations that are out there in the world of work. Interestingly enough, the document that I encourage all of you to read is the one coming out of the Education Commission of the States, Action for Excellence from the Task Force on Education for Economic Growth. If you see the things that the commission is saying, and then match those up with the things that we are already doing with the Parker Project, you will realize that Wisconsin has already been moving vigorously in this area. The Parker Project is at least two years ahead of the commission's recommendations. Here is a key point offered by the commission:

> **If the business community gets more involved with both the design and delivery of education, then we are going to become more competitive as an economy.**

The report goes on to say that the challenge to us in the United States, as we seek to educate for economic growth, will be to generate in our country a high average level of capability, a level high enough to keep us capable of competing intellectually, and thus capable of competing economically in the future. It is time not to leave education to the educators, job training to businesses, and unemployment concerns to the labor unions, but to bring all these people together to design programs that are realistic in an educational atmosphere and effective in an economic atmosphere. **We must have everyone working together to design a curriculum that fits and that makes sense for education for the world of work.**

The commission report cites a recent study from a New York based organization surveying educators and employers. It says the results revealed a considerable gap between the perceptions of school officials and the perceptions of employers when it comes to the efficacy of education for employment. More than 75 percent of school officials and teachers assess the majority of graduates entering the work force as adequately prepared. A large majority of employers, however, are convinced that graduates entering jobs in their companies have basic skill deficiencies in a majority of job categories. What does this report have for an action recommendation? The action plan, we find in their first recommendation says the following:

> Backed by each governor, working in partnership with all the leaders and groups, we have named the following: Business, industry, labor and educators should plan a broad plan. Include in the plan a state task force on education for economic growth, with a three-fold mission. First, to create a broad state and local understanding of the needs for a well-educated work force and to create an understanding of the changing skills that are necessary for economic growth. Second, to provide policies and actions to improve education that can be pursued by leaders in both the public and private sectors. And third, to establish

> alliances among the community, business, labor, government and educational leaders to improve education on behalf of economic growth.

That's part of what you're going to be into in this conference as you set out to improve what ought to be the emerging role and definition in our secondary schools as we address the total needs of all of our student body. What is their second recommendation?

> **To create broader and more effective partnerships for improving education in the states and communities of the nation, we strongly recommend that leaders outside the traditional education system, especially business leaders, take specific steps to help improve the schools.** They, along with labor leaders and members of scientific, engineering, and technical professions, must become more active in public education. They must help marshall the resources needed to pay for quality education. They must mitigate the skills that are needed in the work place, and they must help educators find the standards that schools need. They must share with school managers their expertise in planning and budgeting and they should encourage their employes to take a more active role in helping improve the schools. Specifically, we recommend that business leaders across the nation work actively to establish partnerships between businesses and schools. In teaching, by using teachers and specialists from industry for example, to customize job training efforts between business and schools, and to train students and teachers as to the use of equipment. Courses may actually be taught in the offices and factories. Business may sponsor recognition programs for outstanding teachers and principals. There are a host of other cooperative ventures.

Much of what the commission recommended is already, at least in the initial phases, in the Parker Project and other programs that are going on in education in Wisconsin. This is the challenge. We find it in A Nation at Risk where it states that one of the problems of our secondary schools is that too many young people have gravitated to the general craft courses and away from academic courses and from strong vocational programs in our secondary schools. We have to ask ourselves several things and hopefully we can get the answers from you as we engage in mutual dialogue and thoughtful pursuit of what the challenge is for you at this conference.

First of all, let us develop a policy statement, a mission. What ought to be the philosophy of our secondary schools in terms of vocational programs offered to young people in preparation for the world of work? What ought to be the definition of vocational education? Obviously, our definition of secondary vocational education, from my limited perspective, would be broader than the definition that is in place for the post-secondary system. Our academic program, obviously has to be central. Career exploration and work experience has to be critical. However, we also have to define what the role of vocational education in our secondary schools is. We ought to talk about goals; we ought to talk about access; and we ought to talk about programs. Could young people specialize in something such as a nursing assistant? Can young people handle competency based mini-electronics linked to the post-secondary electronics program? Can young people handle graphic arts? Can some of our programs be terminal, others exploratory?

What ought to be the role of secondary vocational education? Obviously, we have to address the question of equity? If you look at where young people are enrolled in our secondary vocational programs, there is a heavy sex bias in terms of the options for young people. This must be corrected. We are asked to develop a curriculum, a program for Wisconsin's secondary vocational education, and we find in the Parker study that **there are certain elements that are critical for the emerging worker if they're going to complement the needs of business and industry. Entrepreneurship, responsibility, learning to learn skills, the ability to communicate, the ability to relate to others in the work place** are the factors that somehow we've got to infuse in the secondary schools to complement the hands-on experience and skills exposure that we're also trying to generate in our programs. So that when the young people come out of our secondary schools they can gain at least entry level status within the business community, and their attitude and those quality aspects of the human enterprise are there to meet the needs of business and industry as well. How do we ingrain both the tangibles and intangibles into our curriculum to cause them to be meaningful and to complement the emerging needs of business and industry? How do we make young people aware of business economics and the reality of the work place? How will students find a level of satisfaction and a level of challenge simultaneously? How will our youth develop entrepreneurship skills so that out of their own ingenuity, their own ability to create, and their own critical thinking skills they can become more complementary to the interests of business and industry as well as economically and personally rewarding.

And then we have to ask ourselves how can we implement a comprehensive secondary vocational program in Wisconsin? How do we create more cooperation among school districts? Most of our school districts in Wisconsin are very small. Eighty percent of the school districts in Wisconsin are under 2,000 in enrollment. That means the high schools are less than 700 students. How do we assure that young people have access and equal educational opportunity for comprehensive vocational program? We need to share more directly with the vocational system and some of that is now taking place. You'll hear from Glen Davison in that regard. How are we going to share with each other through the redesigned Cooperative Educational Service Agencies (CESAs)? Hopefully, they will be more active in this area and cause the sharing to take place. How can we incorporate the whole Job Training Partnership Act and then local Private Industry Councils (PICs) where 71 percent of the membership consists of local business leaders. How can we realistically make our secondary schools accessible to local business leaders? How can we realistically access our secondary schools to the federal resources in this state as we try to address high risk students and as we try to address a segment of our student population that obviously is going out into the world of work, the military, or unemployment?

We must develop policies for secondary vocational education standards including student preparation standards for entry into the world of work or post-secondary vocational technical schools. We must develop teacher education and preparation standards. Much of our secondary program is criticized for lack of standards, for lack of rigor, for lack of quality, for lack of realism, and for lack of practical linkage to the world of work and the needs of business and industry. In that sense, **we have got to look at existing secondary programs and ask ourselves: are they real for the emerging and changing job opportunities in the market that is out there?** Do some of these programs, in fact, make a difference in young people's lives? Then we've got to work with the emerging needs of business and industry for a labor force in Wisconsin because when you think about it, **our secondary schools are the largest supplier of employes for the job market in Wisconsin.**

As we talk about all our young people annually coming out of our secondary schools, we must ask: how well are they prepared? Then we've got to ask ourselves if we can have a philosophy and if we have a vocational education program of maybe 20 or 30 courses that 16-to 18-year olds can handle. Are they competency-based and linked into a program at the post-secondary vocational system where young people can advance on a continuum of competency and perhaps gain accelerated placement in the post-secondary system? Can we share among our secondary schools? Can we work with business and industry? Can we access ourselves to JTPA monies? Can we define an academic curriculum that is rigorous enough so that young people can go different ways upon completion of their secondary school experience? If we can do all of these things, then how ought Wisconsin to participate in the funding with the assurance that these programs do exist and are available, not only in school districts with well established programs, but also in some of our smaller school districts as we create access and equal educational opportunity for all young people. That ought to be our goal.

We need your creative thinking, we need your critique; and we need your understanding of what we are attempting to accomplish in this enterprise. We ultimately hope that we have your support. We think that our initiative in Wisconsin is already a model by the fact that it's been conceived and initiated almost two years ahead of the national reports .

There is some debate out there! Should our secondary schools even engage in any vocational education programs aimed for the world of work? Ernie Boyer, of the Carnegie Foundation, has indicated that, by and large, the programs have not been successful, that they have been timid, they have not made a difference in the lives of young people, and, therefore, we ought to stick with the academic domain. I think that idea is worthy of discussion, but it ought to be done in universities, where they cannot jeopardize the employment opportunities of the majority of our youth. Obviously, it is important that all of our young people be given as rigorous and as comprehensive an academic offering as possible in our secondary schools. When you have, as in some of our school districts, a high dropout rate, it is apparent that young people are not going to stick with us if we expect them to take English literature and physics and calculus. Of course, they must be literate and educated in the broadest sense of the word so as they mature, they can always be regenerated through life-long learning.

However, there are other kinds of programs we need to have in our secondary schools that will cause young people to stay. I believe in this deeply. When I was at Niagara, we had a little school district of about 300 high school kids, and we entered into an inter-state agreement with the Dickenson Skill Center in Iron

Mountain, Michigan. Through an inter-state agreement we were able to access our juniors and seniors, about 30 altogether, into a skill center that had much much more than our little district could ever have to offer. We had graphic arts, nursing, advanced secretarial, refrigeration, electronics, diesel mechanics, auto body, auto shop, and the list goes on. We had 16 capstone programs in all.

I can tell you that some of the children have visibly changed, particularly those who were stereotyped as non-achievers and who gained access to these programs. The principal told me that he only has to tell them once, that if they are not on the bus on time, and if they don't behave at the skills center, they're out of the program because it is costing us $400 a kid. The kids didn't miss. And the kids came back into our secondary schools where they found something in their lives that they could do better than the academic types. They improved their academic performance. They were motivated. Our dropout statistic was one percent annually. Four percent of our freshmen never graduated; the state average in Wisconsin is 16 percent. "Oh yeah," you say, "but that's Niagara," a small community and you could hold your children in school. I can show you another district that's had its vocational education programs in place for its children, and I think the dropout statistic is about one percent annually, and that's Oshkosh. After I left Niagara, where I'd seen the impact of this program, I was in Monona Grove, a district that spent over $500 per pupil above the statewide average, but didn't have the vocational program we had in Niagara. These are case studies in equity, access, and equal educational opportunity.

Now, let me tell you a story to illustrate. I went to a school boards' convention in Milwaukee where there was a reception. When I went into the crowd, a wonderful young person came up to me. She looked like a million bucks. She had a nice chiffon dress on and her hair was done up nicely and she looked like she had a great self-image. She came over to me and said, "Oh, Mr. Grover, I'm so glad you are here." She said, "I am working for the vice-president of a bank and I want you to meet my boss." She went up and introduced me to her boss, and she was so proud. "I'm his secretary; I'm going to the Milwaukee Area Technical College at night; and I'm taking my advanced secretarial course." And she said to me, "You don't know who I am?" And I said no, I don't. She said, "Well I am from Niagara." This student had made it. She came from a broken home. She was disruptive in the school. She was smoking so much that I thought she was going to burn down the school. She never showed up to work on time. She sassed every teacher she had. I thought she was dead-ended in the market place. But she made it. She was able to complete a program through the Dickenson Skill Center.

That's what vocational education did for her. It made her life. And I believe that if we properly described preparation for work and vocational education and if we get good definitions, get a proper philosophy, proper funding and proper sharing, complemented with a great academic program in all of our secondary schools, Wisconsin will have the kind of educational system that will sustain our economic growth and will make us economically and intellectually competitive with the rest of the states in the nation. In that sense we welcome you tonight. Think of us all together, with a common purpose: business and labor and education, and elected public officials. That's what this conference is about. If you people put your minds to this task, and we keep pushing this thing, I believe we're going to come up with something that will enhance vocational education throughout the nation. Thank you for being with us.

DAY 1

ECONOMIC DEVELOPMENT AND PREPARATION OF YOUTH FOR THE WORLD OF WORK: THE ROLE OF SECONDARY SCHOOLS

Carl A. Weigell, President and Chief Executive Officer
Motor Castings Company
Milwaukee, Wisconsin

Carl Weigell is president of Motor Castings Company. Carl is involved in a number of organizations in Milwaukee. He is a director of Competitive Wisconsin, the Wisconsin Association of Manufacturers and Commerce, the Greater Milwaukee Committee, the Better Business Bureau of Greater Milwaukee and Cast Metals Federation.

He serves as a member of the Milwaukee County Private Industry Council and is currently chairman of the Board of Regents of the Milwaukee School of Engineering.

Carl graduated with honors from Babson College in Wellesley, Massachusetts and attended graduate school at Marquette University in Business Administration.

Carl A. Weigell:

Fellow conferees - good morning --

Bert and Dean, Al and Roger, special thanks to you for bringing us together in a friendly and hospitable atmosphere which is so conducive to formation of a new action oriented alliance for progress in education in this great state. I am excited about the prospects for real accomplishment during the next day and a half, and I believe it is significant that we are here this week rather than next week, next month or next year because time is not on our side as we discuss educational questions and options which have now emerged as the most significant domestic issues of this decade.

As preparation for my participation in this symposium, I conducted an informal survey (sometimes known as the Weigell project) which convinced me, as I questioned many people during my travels over the past several months, that Wisconsin is well ahead of many other states in asking the right questions about education and in piecing together an informed private/public coalition to begin working on answers to the most significant of those questions. We would not have come as far as we have had it not been for the timely Janesville Foundation/Parker Fund support of a project which has given us early insight into the performance of our schools and their success in preparing young people for the REAL world of work.

Today and tomorrow our focus is on determining whether or not Wisconsin is a "state at risk" in terms of educational preparation of youth so they can be productive workers. This is more fundamental than any other question because in addition to intrinsic benefits of work and the work ethic like a paycheck, work gives each of us a means of identification, a source of self esteem, and it does great things for our system of values -it even elevates our spirits; so it becomes absolutely incumbent upon society to remove barriers that prevent people from working and to give them the intellectual tools so they can advance and want to advance and grow in their jobs.

Although I have offered an opinion that Wisconsin is not at risk, Wisconsin is indeed at risk of being at risk. **We must move off the plateau we are on and increase our expectations of our own competence, our own capacity for educational achievement, or we will be in trouble.**

As a Wisconsin business manager for the past 25 years, I have worked with many products of the Wisconsin school system who were well prepared for work - and that condition still exists in our state. Certainly there are pockets of mediocrity, but I wish each of you could have heard the message given by three Wisconsin businessmen in Stevens Point two weeks ago - October 19:

John Krause, President, Nicolet Instruments, Madison
Jim Stollenwerk, CEO, Rexworks, Milwaukee
Russell Cleary, Chairman, G. Heilman Brewing Co., LaCrosse

Each of these people has had direct experience with manufacturing operations in Europe, Asia, and in other states of this nation. They are all sold on Wisconsin as a place to do business - why? (1) Because Wisconsin workers work hard and with diligence. (2) They are loyal to their company. (3) Most respond well to training.

I share the feelings of these three men and so does Alfred Janos, president of the Maysteel Corporation, who last Friday announced a $3 million expansion in Allenton; and Ken Weaver, vice president of that division, said the decision to expand in Wisconsin was based on human factors such as an enthusiastic work ethic, increased productivity, and quality workmanship. These are not wishful perceptions but, rather, assessments based on actual experiences involving thousands of Wisconsin workers in very different locations around the state.

Wisconsin is not a state at risk, but what we do now to alter the ways we educate has everything to do with how many jobs we retain and how many new jobs we create. And I want to reemphasize the need for impatience and a willingness to embrace radical ideas as we deal with this need so we do not lose ground to other states by default and so we can make believers out of the sour grape peddlers running some Wisconsin companies.

Dean, last evening you suggested that we should try to come up with more questions than answers. I would like to suggest that we have been asking lots of questions about all that is wrong with education these past several years. Perhaps we are ready now to rephrase some of them - select the most important of them - and get to work on the answers. I've done this for my own purposes and have decided that these are the principal issues which deserve our attention right now:

1. **We must have entry level workers who are meaningfully literate** - literate people are more trainable than others - they can be taught how to work safely - their skills are more easily transferable as the velocity of technological change accelerates. Today, textbooks are used in the workplace on a regular basis.

   Training and teaching is an everyday happening in the American office and factory - and benefits reach into the home. Believe me, the 40-year old secretary and mother who uses the company tuition reimbursement program to more schooling to improve her promotability does not go home at night to watch television because she has five trial balances to do in Accounting 101. That kind of desire has got to rub off on the kids and fellow workers.

2. **High school students must be conditioned for workplace discipline.** In the working world of the future, employees who do not have wholesome attitudes about their relationship with others, who play games with absenteeism policy, who fail to participate, those people will self destruct. **Today the nature of competition, coupled with our desire to improve life's quality, are such that workers must participate with their minds as well as with their hands. The alternative is to tolerate mediocrity; and when that happens to a school, a company, or a nation the opportunities for failure are boundless.**

   Therefore, we must all work to achieve standards and must understand the importance of accountability which is especially important as this nation moves closer and closer to methods of reward and compensation based solely upon merit, rather than the annual-wage-increase-entitlement syndrome.

3. **More math, more science is needed,** of course, mainly to sharpen analytical skills. High school grads should feel very comfortable with numbers, but let's not overwhelm the system with massive restructuring of the math/science curricula.

4. **Job placement counseling and curriculum guidance must improve,** and that will happen as we expand business, school, and vocational training linkages. Certainly some, perhaps many, counselors must be retrained so their knowledge is relevant. This suggests that the role of teachers who also choose to be or are required to be counselors must be reexamined.

5. **All courses taught must be contemporary.** Again, it is the business partnership that can help make this happen so that graduates will be work ready.

6. Finally, **we must find a way to put people to work when they graduate.** All the good accomplished in our schools has been diminished and sometimes wiped out by the four to five year delay between the time of graduation and the date of initial regular employment. **We must forge a strong link between learning and earning.** This is especially true for minorities who have far less access to the informal job search network of employed friends and relatives that is available to others.

Thanks to the Parker Project, the Task Force on Teaching, and many other emerging Wisconsin initiatives on education - this will be the beginning of a bright future for a very competitive Wisconsin.

THE ROLE OF SECONDARY SCHOOLS

Panel

David E. Horn 13

Dave has been with Kearney and Trecker Corporation of Milwaukee for 20 years and is currently Manager of Personnel and Employe Development. Kearney and Trecker Corporation is a company that is on the cutting edge of technology and production.

He is active in many Milwaukee and state educational programs. He currently chairs the State Superintendent's Industrial Education Advisory Committee, the United States Skills Olympics, Precision Machining National Technical Committee, and three advisory committees in the Milwaukee area.

Dave was a member of the State's Steering Committees for Evaluating Vocational Education Delivery Systems and presently is working on the State Guide for Technology Education. He is also on the National Machine Tool Builder's Vocational Education Committee and is involved with many other advisory committees and educational related projects at the local, state, and national level.

Barbara Ulichny 14

Barbara Ulichny represents the 12th District in Milwaukee County. She is a full-time legislator presently serving her third term in the Assembly.

Barbara holds a bachelor's degree from Northwestern University. She is a former teacher and the first public member of the State Bar of Wisconsin, Government Lawyers Division. Barbara is the chairperson of the Assembly's Economic Development Committee.

Laura Strain 16

Laura Strain has worked in many areas of economic development since 1976 when she was industrial development specialist for the Lieutenant Governor's Department of Commerce in Indiana. She now is the district coordinator of the economic development division at Milwaukee Area Technical College. She is responsible for the development and implemenation of ways to promote economic development through the retention of existing business and the creation of new business and industry. She has also managed the economic development division for the Metropolitan Milwaukee Association of Commerce.

Laura is a past president of the Great Lakes Area Development Council; chairperson of the Jobs Subcommittee for Goals for Milwaukee 2000; and serves on the board of directors of Mid-America Economic Development Council, Operation 4000; and the Milwaukee County Commission for Handicapped/Disabled Persons.

Laura graduated from Indiana Central University and has an MBA from the University of Wisconsin-Milwaukee. She earned her doctorate at the University of Oklahoma Economic Development Institute.

Dean Bowles 17

Dean Bowles is the Deputy State Superintendent of Public Instruction for the State of Wisconsin. He is currently on leave from the University of Wisconsin-Madison where he is a professor of educational administration and former chair of the Department of Education Administration.

He served as mayor of the City of Monona for four years and was an alderman for four years prior to that. Dean received his undergraduate degree from Yale University and his master and doctorate degrees from Claremont Graduate School in California. He is a native of California and has served on the assembly staff in the California state legislature.

Carmen Stout 18

Carmen Stout is president and chief executive officer for the Wisconsin Education Association Council, a 43,000 member professional teachers' association. Carm began working for WEAC as vice-president of the organization in 1976.

A graduate of the University of Wisconsin-LaCrosse, he has been able to tie his education and business/finance background into his work through labor relations and lobbying for Wisconsin teachers and other educational personnel.

Carmen, a former elementary school teacher, has worked on several local, state and national campaign elections, and served as a representative at the 1970 White House Conference on Children and Youth.

REMARKS BY
DAVID E. HORN

Does Wisconsin have a "sense of urgency" regarding economic development and preparation of youth for the world of work? It has been suggested by some, that youth, jobs, and industrial growth may not be at risk in Wisconsin; but, I feel that if we listen to these people and do nothing, we will be in risk of being at risk. Hopefully, my comments will help create a sense of urgency to do something! President Reagan described business and industry's concern best when he, on June 29, 1983, said at the Vocational Industrial Clubs of America (VICA) United States Skills Olympics, and I quote, "If America's industries hope to compete and win in world markets, they must have at their hearts a broadly educated workforce to train in the skills of the 21st century." Business and industry does hope to compete and wants to win; however, business and industry knows that to win, it cannot sit idly by.

Today, the world is one global village. Our competitors are determined, strongly motivated, and well educated. We compete with them for international markets, not only with our products, but also with our ideas, and with the ideas that our workers bring to research and development. **In the past, we could survive with only a few highly skilled and well trained men and women, but today every worker at every level is being asked to contribute to improvements in productivity.** When business and industry evaluate the competition, they not only consider the fact that the Japanese make such things as automobiles, stereos, motorcycles and machine tools more effectively and efficiently than Americans, but also that they have government subsidies for the development of exports. It's not just that South Koreans have built the world's most efficient steel mills, or that American machine tools, once the pride of world, are now getting heavy competitive pressure from Germany, Italy, and Japan. It is also that these developments signify a redistribution of the trained capabilities throughout the world. **Knowledge, learning, information and skilled intelligence are the new raw materials in international trade. If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to improving our educational system for the benefit of all; young and old, poor and affluent, minority and majority, female and male. Learning is the indispensable investment required for economic survival of our businesses, our state, and our country.** Speaking from experience, I must caution you that the road to educational improvement is strewn with obstacles in the form of fear, misunderstanding, suspicion, and adversarial relationships. It will take dedication and hard work on the part of business and industry to strength and restore local education viability. I believe we must establish a much closer working relationship with local authorities. Together we must hammer out an employment, training, and education policy that will benefit both of us. **We must offer to collaborate with local school departments, crossing artificial barriers to share resources, decrease duplication of effort, and, ultimately, devise creative, cost effective ways to deliver job related skills.** We must be willing to take some initiative, running pilot programs in cooperation with the local school systems, for example. There is an element of risk here and potential for failure, but also potential for great success. At the same time, our involvement in public education and training may mean increased commitment to provide resources, time, space, equipment, instructors and administrators, etc., to help relieve the already strained educational budget, and improve the quality and scope of educational services. In doing so, business just might be the greatest recipient of all.

Wisconsin must have a "sense of urgency" when it comes to preparing the best-educated, best-trained, and most motivated workers in America. I strived to express the need for a sense of urgency in the short amount of time allowed me here, however, I would like to hand out a speech I gave at the Vocational Education Summer Conference in Stevens Point last August. It, again, stresses a sense of urgency, but also outlines some solutions. In closing, I feel the Parker Project has, once and for all, defined the problems. We must all work together on solutions from now forward.

REMARKS BY
BARBARA ULICHNY

I have some comments from a government perspective and some personal comments. First of all, from a government perspective, Mr. Weigell said that education should not be a partisan issue and I agree with him. Since we have more people in the legislature today than ever before who list their previous profession as teacher, we should be in pretty good shape from a governmental perspective to understand what goes on in education. But I also think that many would contend that **government does not itself initiate the "big leaps," but that we really facilitate changes that have been agreed to by the various parties involved.**

Mr. Weigell mentioned six points and I would like to comment briefly on them. I believe there is much consensus on the need to have our entry level workers be more literate. I also think this is extremely important. However, I think we have to understand the competing influences on the young people of today: the media, their family, and their peers. In the classroom of today, we are still promoting the traditional methods of learning, namely reading and writing. After class, the young person goes home and watches something completely different on TV. I feel we must understand electronic methods more fully and utilize them as much as possible in our classrooms. It is obvious that this is the wave of the future, and although it will cost us more, **we must be prepared to spend what is necessary in order for our children to respond creatively to the world of tomorrow.**

Another important aspect regarding education raises many troubling questions. This problem can be most succinctly stated in the following manner: **how do we**

teach students to be risk takers in a situation that is apparently not conducive to risk taking? Education by nature is not democratic, and students lose much of the autonomy that is necessary for creativity and risk taking to flourish. Maybe we need to look at different examples provided by the private sector. I was impressed by an article in Business Week which reported about "management by walking away." It appears that this method may give students more opportunity to establish some independence, which in turn may allow creativity and risk taking to seem more worthwhile. **I think it is time to look at some alternatives to our current methods of educating our young people, and private sector initiatives should be one setting that we should explore.**

In addition, I think there is a hodge-podge of changes that need to occur in education in order for it to respond to our rapidly changing times, instead of merely reacting in an out-of-step manner to these changes. First of all, while I believe that students need more math and science courses, and that we need to strengthen their analytical skills, I hope that we do not lose sight of the purpose of a well-rounded education. We have to allow thinking to flourish as the students of today are going to have to go through somewhere around five career changes, not mere job changes, in their working lives. This means that they must be prepared to adapt to some extremely different educational settings during the course of their lifetimes.

Secondy, I am one of those people who believes that there ought to be found a whole new method of educating teachers. I personally do not like education courses for teachers. Often, students want an education course because it is the easiest thing they can do in college. I do not think our system encourages the best teachers. Even our system of rewarding teachers is counter to quality education. I am one of those radicals who does not believe in tenure; I believe that teacher's job security and pay should be based on performance. By changing to a system of merit, I believe our educational system will benefit in a positive manner.

And lastly, in closing, many questions and concerns come to mind regarding how eduction must change and progress in order to provide a positive environment for growth. These thoughts come mostly from my experience in teaching. I believe that we have to examine the labor-management relationship in the educational setting, as well as for business. We need to move away from the current adversarial setting and more toward a cooperative relationship. I believe that we must keep in mind that students are people growing up in a social context and that education must be viewed in a holistic way in order to not only educate the mind, but also to better the psyche. In speaking of education, I think we must talk of more than secondary education. We must be cognizant of the fact that students form their sex role identification somewhere around ten months, and that their values are pretty well set by the time they enter grade school. We must keep this in mind at all times when we speak about the purpose of secondary education and its relationship to the world of work. If we lose this view of the individual in their work or educational setting, I fear we then will lose that individuals potential contribution to our society. And that is just too great of a loss for us to allow.

REMARKS BY
LAURA STRAIN

First of all, I'd like to agree wholeheartedly with what Carl Weigell said in terms of importance of having the kinds of skills needed to encourage economic development and job creation in our state. In my work with business and industry, especially with companies who are hoping to expand, **having a well trained work force is a real tool for encouraging economic growth.** We recently completed a future skill needs study at MATC. We talked with area businesses to get a feel of what their projections were for future job skill requirements.

First, however, I'd like to mention that the linkage between VTAE and the high school is extremely important, because, we've got students who will come immediately from the secondary schools into our system. We want to make training an ongoing learning experience. Secondly, there are some students who will not come to us but who will go immediately into the workplace. I think in those situations VTAE needs to have input back to the high school level emphasizing that education and learning are ongoing processes. We talk about entry level jobs, be it janitorial or food services, etc., as dead-end jobs. But they don't need to be dead-end jobs. These can be jobs where individuals can, by continuing their education, become an entrepreneur and start their own business or move into management positions.

Back to our study -- an area discussed in the study goes back to what was being said in 1976. At that time it was striking how little agreement there was about exactly what the schools should be offering students. Some companies wanted schools to provide more technical skills, while others felt thinking skills were more important. There were companies asking for narrow, more sophisticated training and just as many asking that programs be dropped to include more diversity of training. Interestingly enough, in our recent study, we found many of these uncertainties had been somewhat dissolved and the companies were being able to address more directly what they felt was important. First of all, **the issue of thinking skills, as evidenced by problem solving ability, logical analysis and reasoning skills and the ability to understand and interact in complex systems was stressed as absolutely essential by all the companies interviewed. One of the major requirements which companies ask of their technical people is that they be more technical generalists.** I think it is important to look at this during the next day or two because we have thought of training in the past as being more narrow in scope. And now, as we're looking at the newer technologies, people have got to have broader skills. This has been evidenced by a recent meeting with AC Spark Plug which is installing a flexible manufacturing system. Customarily, a company will have two people repair a machine -- one an electrician and the other a mechanic. Those skills are merging together and one employe must do both aspects of the repair. The employe also must be able to communicate both verbally and in writing. We must do a better job of preparing students to understand business and manufacturing systems and processes. Now they **must understand how their job relates, know the entire process and the overall environment in which they work. Schools must instill and the ability to deal with change and for lifetime of learning. The most important repeated comment throughout the interviews was that people coming out of schools today must be made to understand that the skills they have when they graduate will be outdated in five years.**

Of growing concern is how we are going to be able to find jobs for students as they come out of high school. One of the things that Cetron says is that we probably won't ever realize full employment as we have known it in the past. One reason is that as much as 3.5% of the work force will at all times be retraining themselves for new jobs. For example, assembly line workers being replaced by robots will need to go through schooling to learn to be a robot repair person. Job patterns are definitely shifting. In 1980, 45% of American households had two people at work. By 1990 this will grow to 65% and by 2000 to 75%. This trend will allow easier exits from the work force and easier reentry back into the work force. It will, however, show up in statistics as higher unemployment rates. But I think the most important trend we need to deal with is how to prepare our students for ongoing educational experiences and to deal with change.

REMARKS BY
B. DEAN BOWLES

One of the pluses we have in Wisconsin is that we don't have a junior college system. We do have a post-secondary Vocational, Technical and Adult Education system that has been focused on technical education. However, we have a couple of problems. One is that a post-secondary VTAE system has distracted attention on the requirements of secondary schools for vocational education and occupational training and similar functions. That problem is exaggerated by the fact that we are one of six states that have a clear division of authority between post-secondary vocational education and secondary vocational education. So we are unique in these respects, and this creates some problems in defining opportunities, mission, providing access and equal educational opportunity in the preparation of youth for the world of work.

One of the most obvious things I have noticed is that **the leadership of the elementary and secondary system is not oriented to occupational training, vocational education, and a whole cluster of associated issues.** There is the idea that if a program is not required, if it's not federally funded or state categorically aided, then, by and large, it isn't going to happen. This is particularly true in high cost programs in a state which relies heavily on local property taxes. I think one of our problems is to convince leadership in the elementary and secondary educational system of the need for some rule, some function or mission for a comprehensive program to prepare youth for the world of work. Another point that we need to make, and the point that Bert made last night, is that the secondary schools are now, and in the foreseeable future, the primary training ground for our labor force. Now even if we believe that a lot of those 16-and 18-year olds will eventually find their way into proprietary schools, or vocational schools, or colleges or universities by the time they are 25 or 30, it still seems to me that we cannot afford to waste, anywhere from 5 to 15 or 20 years of economic productivity and family income.

We know that in the state of Wisconsin, through our evaluation programs, we have some outstanding vocational educational programs. The problem is that they tend to be concentrated in large districts and they tend to be limited in scope and as to what kinds of specific training or opportunities they do provide. We know what works. We know what works from the surveys; we know what works from actual experience; and we know what works from our evaluations.

Our problems are access and equal educational opportunity. We have to make it possible for small school districts to deliver very costly programs. The opportunity, for example, Niagara had, with a high school of 300 kids in northern Wisconsin, where those kids could cross the river into Michigan and have access and equal education and opportunity is substantially different from Dr. Grover's experience in Monona Grove where three kids did not have access to programs in vocational agriculture because the district is predominantly suburban. This suggests to me that there are serious problems of access. The other question of access that comes to mind is that of sex equity. Unless we can look at creating opportunity for both halves of our population, then we're going to be losing the ballgame in the future. This thought applies, of course, to math and science courses as well. We also need to look at the handicapped and disadvantaged. Sometime, I suggest you visit some of the schools in Madison where you have some markedly retarded kids who, many years ago would have been warehoused, but who are now learning some job entry skills and who are going to be having some economic productivity and making a contribution. Therefore, it seems to me that equal educational opportunity should cut across all lines, not just in the high technology areas that have gotten national and state attention.

In the last analysis, I submit that **the premises for a mission for elementary and secondary education in preparation for the world of work of access and equal educational opportunity are not only good educational social policy and good economic policy but also good business.**

REMARKS BY CARMEN STOUT

In reaction to Carl's statement, I believe **education is probably one of the most political issues that we deal with in the state of Wisconsin and maybe the nation in general.** I ultimately agree that it ought to be, not a partisan issue, but a political issue. It involves who is going to be school superintendent, how boards are structured and what kind of textbooks are ordered. Every one of those decisions is a political decision. In relation to something Carl said about the entry level worker being reasonably literate, I think something that is ignored in all the statistics and studies that are coming out right now is that about 12% of the students are deficient in some respect which leaves 88% of the students who leave the high school system as being reasonably competent and reasonably proficient in basic skill areas. I think we sometimes ignore the 88% and focus on the 12%. In that respect, if there are students or people who are entering the work force that are deficient in those various skills, I only ask that Carl and his business colleagues possibly look at some sort of a requirement in entry level positions, a screening out of those people who lack those competencies.

In the case of math and science, I have traveled around the state and I'm finding a lot frustration on the part of math and science teachers. **The equipment that is presently being used in Wisconsin high schools in the area of science is unbelievable.** I'm finding a lot of the equipment looks very exotic to me because I'm not a high school science teacher, I'm an elementary teacher. But that equipment was purchased in the early sixties under the National Defense Education Act and is still being used. It is certainly not the state of the art kind of technology that ought to be used.

When we talk about the relevance of courses being taught in high school, some way and some mechanism is going to have to be provided to supply those schools with the kind of equipment that they really need to teach today's students for tomorrow's jobs. I think we are woefully lacking in that particular area.

I've heard some comparisons of the Japanese economic model and its relationship to the American system of public education. I'm not so sure that we can do that. It seems to me that **we have a system of public education in this country that's unique anywhere else in the world** and yet we would like to take that system of education and relate it to their economic model because they are competitors of ours on the international market. I don't know if you can do that in one fell swoop. I think we have to really ask ourselves what system of education do we really want to have in this country and are we going to continue educating everybody to the fullest extent of their ability. If not, and we want to go into some other competitive mode with those other countries, then I think we really have to take a look at the system of education that we are offering in this country.

I would also ask, as we keep adding tasks onto the public schools in Wisconsin or elsewhere, that we really take a look at what things we really would like to give up, because most of my colleagues in the classrooms are busy in doing what they're supposed to be doing.

We can talk about merit pay, we can talk about compensation or whatever. I happen to think that most of those people in Wisconsin classrooms are highly meritorious and are certainly willing to talk any kind of pay schedule or pay system. It's going to be costly, we recognize the fiscal tag that would come with that type of proposition and we're willing to talk about it. I guess that basically takes care of the things that I wanted to react to.

PROGRAM NEEDS AND REQUIREMENTS FOR THE YEARS 1990-2000

Small Group Sessions

BASIC SKILLS, ARTS AND SCIENCES

A participant kicked off this session by saying that **schools must provide technological literacy for all students in order to maintain a democratic society and free enterprise system.**

Another added that a student ought to be competent in the basic skill areas, and human relations, because these skills are going to be greatly needed in the year 2000. The reasons include:

- Many of the minority groups will be majority groups by the year 2000.
- Basic survival skills are very important for future economics.
- Consumers must recognize quality purchases and make choices accordingly.
- Communication skills will be very important in the emerging service and information society.

For these reasons, every student who leaves secondary schools, whether it be by graduation or by dropping out, needs to have minimal competencies in math, reading and language.

Some felt that if there must be a choice between communication, math, or science, it is more important in our society and in the world to develop the communication skills. "Without it the entire economic package, not just consumer economics -- is at stake."

"We must also develop a willingness and knowledge in the students to compete. Not necessarily to compete as individuals, but to realize we are competitive in a world market," one participant added. "Not as much emphasis should be placed on athletics. The competition should take place in the school, not just on the athletic field. For this reason there should be a restructuring of high school athletics."

Another added to the discussion, "I think as we talk about competition and specifically competition in the classroom, we have to make the competition so that the students are competing with themselves and that they are deriving a skill of defining a problem and solving it on their own. As these young people go out into the world of work, they are able to sit down and say now what? I am dissatisfied with my job. I am not doing well. I am going to get laid off. Now I have got to set a goal and how am I going to achieve it? I think we must develop this sense of competition in the schools."

A balanced education for students was felt to be important to the group: balance in terms of recreational skills and educational skills. This is the ultimate objective. **An employer looks for a balanced worker because, with better physical condition and mental health, employes are capable of producing more.** "I think a lot of our institutions in society have in the recent past been geared towards specialization and away from balance. Maybe we are now feeling the consequence of this."

The final point made concerned the students themselves and may be summarized with the following quote. "We must remember to be more concerned with the kids than with the programs. We must consider the child who has a successful experience in the elementary school years. When children learn to read, write and compute, they generally feel a lot better about themselves than those children who experience failure."

CAREER EDUCATION, VOCATIONAL COUNSELING AND GUIDANCE, WORK EXPERIENCE EMPLOYABILITY ATTITUDES AND SKILLS, AS WELL AS KNOWLEDGE OF BUSINESS, INDUSTRY AND LABOR

Before the small group session began, Phil Lerman of the University of Wisconsin-Milwaukee Employment and Training Institute, expressed some thoughts that the participants should consider when discussing program needs and requirements for career education, vocational guidance and work experience. "At the turn of the century, for every 100 kids who entered the ninth grade, only one graduated from high school in the rural setting. In 1933, when I graduated, half of the boys did not go on to high school. When my youngest son graduated from high school in 1973, 87% of the kids who entered the ninth grade graduated from high school. The relationship between work, technology, and education has become a very complicated one. **More education is required for employment on the one hand, and on the other hand, there may be fewer opportunities for youth in the work place."**

Richard Dignan, director of the Bureau for Vocational Education, initiated discussion by indicating that educators do not really know what businesses need or want. "Some business people tell us to just give them students with good academic skills, a well rounded education and they'll train them for the job specific skills. On the other hand, we find people saying that they need some job specific skills." Dignan mentioned that DPI studies indicate that the vocationally funded job specific skills program completers get jobs easier than noncompleters. "They have better self-satisfaction in the job than non-completers and better employer satisfaction than non-completers. They earn considerably more than the minimum wage. They change jobs less often, and during the period of youth unemployment, when it reached 24% a year and a half ago, the unemployment rate of completers of these programs at the secondary level was six percent, the highest figure in five years. That research tells me that employers want and prefer students with job specific training because those are the ones who get the jobs. And those are the ones who stay on the job and they are the ones that have better satisfaction. And yet we listen to the big industries saying we need just the good students with some work experience and we will train the rest. Then we hear small business saying that we cannot afford to obtain programs, we need the skills."

John Lavine, publisher/editor of the Chippewa Herald-Telegram, answered Dignan's question. "We do care if the students present themselves well and have social skills and can get along and do a job. That becomes, in honesty, far more the bench mark than how they did in physics or civics. That does not mean that I am not more interested in how they did in civics, but it does not have a whole lot to do with whether they can run one of the machines in my newspaper company. I expect a student coming out of high school to work for me to have both. They must know how to type, run a word processor and a computer. But in order to understand the computers they have got to have basic skills, language and communication competencies. This is no longer the day of the assembly line job where an employe can just sit there and vegetate and not talk to anyone. Employes must write documents to keep records and be able to communicate with peers and supervisors. We want people who are conceptually trained with technology and people who are literate. I do not mean 'fancy' literate, but I do mean literate. They must be able to read and write and compute and take on new problems in those areas that they are not presently facing."

Lavine also pointed out that these students, however, cannot be trained to work on just one type of computer. "By the time the schools get these students trained," he said, "I will have a new generation of 20 different varieties of computers." "It is my job," he added, "to put them through a situation specific program when they apply for the jobs."

Members of the small group discussion session concluded that high schools will have to look at their curriculum and that vocational education will have to be integrated into the academic curriculum. Students must be prepared to a greater degree in the future. One of the group participants put it this way. **"We are not going to have to change the total curriculum but we are going to have to realign some of the curriculum so that it is in tune to today's needs, and will not incur a big budgetary impact. The math, social science, and English teacher will have to understand how their area relates to vocational training and the reality of the work place. There must be more interaction between the two."**

The group also agreed that **coordination and articulation between the VTAE system, the DPI, the schools and the business community should be a priority.** One of the participants said that because of lack of articulation, Wisconsin corporations are moving onto other states. "In many of the companies, that corporate decision is being made. They are saying that to increase productivity, I must have the kind of people I need or I cannot remain in Milwaukee." The VTAE system and the secondary school system should coordinate programs between them and use each other's facilities. As another group member stated, "There is no reason why a post-secondary, vocational-technical school which may have equipment that sits within driving distance of a small high school district cannot make that equipment and their instructors available to the local school district."

Glen Davison, of the VTAE Board, stated that these systems spend too much time worrying about turf issues. Davison talked about meeting with 30 superintendents about the articulation concern. "When I asked how many of them were ready to deal with modifying the school day so they could get access to the VTAE system, none of them wanted to deal with it." One of the participants expressed the need to get the family more involved. It was suggested the vocational schools and high schools should give families assigned responsibility for a certain amount of time in the schools to learn about what their kids are doing.

The final conclusion drawn was that society in 1990 and 2000 will need people able to make multiple career changes. Young people will need to come out of the school with a kaleidoscope of options. Those options should include a basic competency in a vocational field and a basic competency in the academics that will allow them to go onto college if they wish, and a basic competency in various career abilities so that students can go back to school, seek employment, and change careers as the world of work changes in the future.

STANDARDS, ACCOUNTABILITY FOR SCHOOLS, AND ADMINISTRATORS, TEACHERS AND STUDENTS

The discussion began with all participants emphasizing the importance of business-education partnerships. It was decided that partnerships are important because education and business need to learn more about one another. It was also suggested that teachers be given leaves of absence or a sabbatical to keep current with business trends as well as needed curriculum changes, or teaching techniques. "Teachers may be employed for 12 months a year rotating summers between teaching, summer school, working on curriculum devleopment or recreational supervision (a community activity), and professional development (i.e., travel or university classes)."

The recertification issue for teachers was also discussed. Some felt that an instructor should go back to the university for recertification or work in a business for several summers.

The importance of work experience was discussed relative to student careers. One participant pointed out that some districts do not care about preparing kids for the world of work because students are presumed to be college bound. Another said that whether a student is college bound or not, they must have developed a career orientation. It was also suggested that perhaps the students who are college-bound may have more work experience than the non-college bound student coming out of high school.

Stricter rules for students were also suggested. "We look at the Japanese and try to compare our system to theirs. They give only certain people specific opportunities. We suffer from the delusion that we can give everybody equal educational opportunity. We are constantly trying to serve everyone and all their needs. Also, it is important to point out that students who do not complete secondary school have very few second chances. **We delude ourselves into thinking that we can have endless second chances in life.** You do not get a second chance very easily if you do not make it that far. Once you are in the post-secondary vocational technical system, college, or whatever, you can get information about changing careers and continuing education. You cannot do that if you do not get into those systems, and that is a reality that a lot of people do not want to deal with." one participant stated.

It was decided that standards for teachers, administrators, as well as for students are critical for a school to assume its work preparation role. It was suggested that high school students be made aware of the fact that there will only be a small portion of women experiencing the traditional family role in the future.

In conclusion, the group felt that the administrators need to have teaching experience and administrative preparation including an internship situation and training in labor management. **Standards should be well articulated for administrators, teachers, and students; not just minimal standards, but standards that people will stretch for.** In some instructional areas, the same type of standards could not only be for teachers and administrators but also for students as well.

It was also concluded that there should be some minimal standards that ask students to strive for in their planning and proceeding into the world of work, college, or vocational school. The group decided that some of these should involve knowledge of the nontraditional family, daily attendance at school, and the responsibility of parenting. The group added that students must also learn about the high-cost business of training and retraining personnel. They must know when they are given a chance on the job, they should be willing to accept that challenge. Finally, it was concluded that there must be legislation to ensure that local districts do not cut programs which are established to improve education for employment and the training of Wisconsin's youth for the world of work.

PREPARATION OF WOMEN, MINORITIES, AND DISADVANTAGED YOUTH FOR THE WORLD OF WORK

Panel

Phil Lerman 27

Since 1978 Phil Lerman has served as Co-Director for the University of Wisconsin Employment and Training Institute in Milwaukee, where he has worked on research projects for the Department of Labor, the Governor's Employment and Training Office, the Department of Labor, Industry and Human Relations, Department of Public Instruction, Milwaukee County CETA and the Division of Corrections.

He brought his experiences as executive director for former Governor Lucey's Manpower Office and commissioner/chairman for the Department of Industry, Labor and Human Relations to his present position.

Phil has served on numerous committees including the Milwaukee Equal Education Opportunity Center Advisory Board, the Wisconsin Advisory Council on the U.S. Commission on Civil Rights, and he is still a member of the Urban League.

Phil has a bachelor's degree in economics as well as a master of arts degree from the University of Wisconsin.

Russ Weisensel 28

Russ Weisensel is executive director of the Wisconsin Agri-Business Council. He also serves as executive secretary of the Wisconsin Environmental Pest Management Association. He owns and operates a 320-acre corn and livestock farm which was designated a "Century Farm" in 1971.

He has served two terms in the Wisconsin State Assembly where he was an active member of the Committee on Agriculture. Russ was director of the National Agricultural Communications Board. He is a past president of the Wisconsin Easter Seals Society and was Wisconsin's Handicapped Person of the Year in 1968.

Russ' work with the Wisconsin Agri-Business Council and his public relations efforts for agriculture have been noted all across the United States. Recently the Wisconsin Agri-Business Council's efforts were documented in 20 pages of an Australian book relating to organizations attempting to bridge the farm-city gap.

Susan DuBois 29

Susan DuBois runs her own geological consulting business and has expertise in non-traditional employment. She has been active on behalf of the needs of rural women and is a member of Northwise Network and the Northwoods Chapter of the National Organization of Women (NOW).

Susan serves on the Board of Directors for the National Association of Women Geologists. She graduated from Carleton College in Northfield, Minnesota with a degree in geology and pursued and received a master's degree in geology from the University of Kansas.

March Shultz 30

March Schultz has served on the State Board of the League of Women Voters since 1977. She has currently been chairing the League's statewide study on vocational education which will conclude at the end of November.

She has been a school board member in Watertown since 1978 and a member of the Superintendent's State Advisory Committee for the Gifted and Talented since 1982.

March is a graduate of UW-Madison.

REMARKS BY PHIL LERMAN

As of 1980 there were 104 million people in the labor force age 16 years and over. Close to 40% of our work force ages 20-24, who are high school dropouts, are Hispanics, another 22% are black and little over 12% are white. In a study which looked at incarcerated youths and their education, we looked at the records of 759 kids less than 18 years old who were released from the state's two juvenile corrections facilities in 1979. We looked at their educational experiences and examined their high school records, both before and after release from the corrections facility. One-hundred five public and sixteen private schools provided students' transcipts to the Department of Public Instruction in this effort. Only 24 of those students, or 3.2% of the total population, released in 1979 completed traditional high school programs. Half of these, 12, received their diplomas while incarcerated and the other 12 received their diplomas after incarceration. None of the 156 students who expected to return to Milwaukee County Schools ever graduated from high school. Only 2 of the 24 students who completed high school came from school districts with populations of over 5,000 students. The other 22 students who earned their high school diplomas came from school districts smaller than 5,000 students. Two-hundred twenty-two, or 29% of the total, received their GED certificate during incarceration at Ethan Allen and Lincoln Hills school. An additional 80 youths completed their GEDs after release. Sixty-one percent of the youth who earned GED certificate while incarcerated had earned fewer than four high school credits in their community schools. When initially incarcerated, 15% of these youth were reading at the 6th grade level or below. Thirty-four percent were proficient in math only to the sixth grade level.

So, for many youth, Ethan-Allen and Lincoln Hills schools provided the first successful high school educational experience. **Forty-eight percent of all the 14 to 17 year old youths arrive at the correctional institutions with no high school credits.** The median number of credits earned by youth prior to incarceration is .04 of a credit. One-half of the incarcerated youth earned 1 to 4 credits while at Ethan-Allen or Lincoln Hills and 20% earned five or more credits towards high school graduation. For many of those kids who manage to get into Ethan-Allen and Lincoln Hills, it is a very positive educational experience that takes place within the institution. However, despite the credits earned by youth in Ethan Allen and Lincoln Hills, most youth remain significantly behind their peer groups in credits needed for high school graduation. Of the 519 youth expected to return to school after their release, 85% were at least one grade behind their peers and 7% were two or more years behind. All juveniles were tested in reading and math at the reception center upon admission to the facilities. At Ethan-Allen, 40% of the youth who were initally tested had reading abilities at the 6th grade level and at Lincoln Hills only 22% read below this level. What is significant about these students is that it is the first time the state has looked at incarcerated youth.

The DPI and Corrections are attempting to build a competency-based vocationally oriented program for all 16, 17, 18 and 19 year old incarcerated youth. One of the changes that was recommended as a result of this study and additional monies obtained by DPI from secondary vocational educational funds, was to provide for some new vocational programming at both Lincoln Hills and Ethan-Allen. It happened to be a food service program. A teacher was hired from the Waukesha County North Central Technical Insitute and a contract was drawn up between the three institutions. One of the consequences of the food service management program being drawn up for both Ethan-Allen and Lincoln Hills was that individuals who had been released from those institutions were entering into the voc-tech system and bringing with them credits. One of the good things about it is that it is creating articulation between DPI and the VTAE system.

REMARKS BY
RUSS WEISENSEL

I have been riding around in this wheelchair for about 23 years and when you look at what has happened in the state and nation as far as making things accessible for the handicapped, we have come a long way. When I first had to do a lot of traveling on an airplane in a wheelchair, it was really very, very novel. They did not know how to handle you. There were no facilities. You just about shook up the entire operation by the time they got you situated and the wheelchair in the belly of the plane. Now it is just a matter of course. You take it for granted. There are handicapped travelers all across the United States. There are curbs or ramps so you don't have to work your way down the street as a vehicle.

Jobs are far more accessible for the handicapped. And affirmative action has done a tremendous job in putting more people into different occupations. The traditional kinds of prejudice that we have grown up with are still there but they aren't as predominant as they were. We will continue, in my estimation, the strong affirmative action efforts for another decade, perhaps a decade and a half, but then I think affirmative action will somewhat change its approach and will not be as strong. At that point we as a society will be accepting almost anyone in almost any position and the person's ability to do the job will be what keeps that person in that job. I serve on Dane County's Affirmative Action Commission and wrestle with my very conservative philosophy. There are some jobs within Dane County where the prejudice is very, very deep. It comes from administrators, it comes from unions, it comes from fellow workers, yet at the same time there are some positions that I think that have been filled strictly because of affirmative action. These last kind of positions I think are going to be fewer and fewer as time goes on. The ability of people to get jobs, provided they are properly trained and can handle the job, will be accepted by all of us and not just by a few that are aware of the problems that people have.

I am not sure how to motivate people whether they are handicapped, whether they are coming from a disadvantaged background, or whether they have been incarcerated and yet that is one of the problems that I have coped with over the years. In fact, when I was in politics and even now, the question is how to reach people and motivate them. I guess that is kind of what this is about. We should put together a system that reaches the people.

I read a book a number of years ago which was written by a woman who came from a ghetto. She said that she had escaped from this ghetto and yet her sister and her brother did not. What I tried to find in that book was the key or reason for her success, how had she "made it" in the mainstream of society and why hadn't her brother and sister. I didn't find it. I think our laws are in place; I think our attitudes are getting better, but **how can we as educators reach the people that really need our help? That really is the whole question.**

REMARKS BY
SUSAN DUBOIS

I think the problem in the past, without going into all the statistics, is that **women traditionally have not been prepared to take a place in the work force.** They have been prepared to take on roles of wives and mothers and perhaps temporary employes before they got married. After their children left home, they may have had a few years to take on a part-time job or entry level position. This was the kind of expectation they had for themselves. This is the kind of expectation that their educators had for them, their families, their peers, both male and female and so forth. Now, we have been in a period of transition and the changes are occurring so rapidly that our educational system and also our own individual attitudes more or less haven't been able to keep up with the pace of the changing world of work.

The female workforce makes up 43% of the total workforce and that is going to be equalizing by the turn of the century. I think it is real important that this message start to get across to girls and women in our schools. As of 1977 projections, the typical 25 year old woman, if married with two children, could expect to work 34 years of her life. If she is single, separated, or divorced she will work 41 years of her life and this is for some women, 41 years of the unexpected. Given that, they'd better be trained to take these jobs.

I think there has been a myth that the mothers of young children do not work. If you look at the age bracket of 25 to 34 year old women, about 70 percent are now in the work force. It has also been a myth that women tend to work part-time rather than full-time. And you can see that about 5% of the male workers are part-time employes and 25% of the female work force are part-time. In other words, 75% of the women are working full-time. And need for income has also been a myth. Traditionally, many felt that women go to work for that extra spending money that the family could possibly do without. This is just not true now. Almost half of all women who work are single, widowed, separated, or divorced are supporting themselves and possibly their children. Twenty-eight percent of employed women have husbands who earn less than $15,000 a year. The other 27% have husbands who earn more than $15,000. Also, the idea of the traditional family has really been changed because of the rapidly rising divorce rate which has climbed 65% between 1970 and 1982.

Now we come to the question of why women are earning a lot less than men who work the same hours. Now, earnings gaps are present regardless of what jobs women and men are in and that is the whole issue. **Women still earn 59¢ for each $1 earned by men.** And when we look at the median incomes, I think you can see that women fall at the bottom. While women's average salary is between $11,000 and $12,000 a year. Minority women, taken as a group, and this includes all minorities, are slightly below that. If you look at black women alone, they had an average income of about $4,000 a year. I think this is a big problem. Then we look at types of jobs. Fifty percent of the women in the work force fit into 8% of the major occupation categories, where 50% of the male workers fit into about 26% of the major job categories. I think that everyone in this room is familiar with what the jobs are for women. Crammed into that are 8% of the career possibilities. They are traditionally low paying and have been viewed as less skilled jobs, with limited mobility or advancement potential.

There are some issues I would like to focus on for the purpose of this conference. I think it is very important for our businesses to have a female work force that is skilled and ready to work so they may take advantage of the talents and knowledge that these women possess. Relative to this, education should address long-term career development. If girls begin with very low expectations or no expectations of a career, their attitudes should be turned around. Women should be prepared for careers and decisions. Better motivation to work will be apparent when they do not think of themselves as non-valuable members of the work force.

I think **we need to more realistically prepare our girls and young women for the future. First, they need to know that they are going to be working 34 to 41 years of their life;** and therefore not prepare simply to get married, have children and stay home for the rest of their lives. There is no guarantee their husbands aren't going to die before they do, there is no guarantee that their marriage isn't going to fail and they are probably going to be out in the work force even if everything goes right for them in their personal lives. In addition to expanding their career expectations, female students need an exposure to various role models. For example, I think they are used to their teachers being female, but may not have seen female doctors. There need to be more efforts by schools to bring non-traditional role models before these children, to open up their opportunities and their imaginations.

REMARKS BY
MARCH SCHULTZ

Ten Years of Title IX, a review of sex equity in Wisconsin public schools, gives an excellent overview of what we have been doing in Wisconsin to outlaw discrimination in our schools. Why haven't these strong state and federal laws been successful in putting an end to discrimination in education and employment? Why do women continue to earn 59¢ for every dollar that men earn?

Sex equity is the term that describes an educational environment where individuals would consider options and make choices based on their abilities and talents and not on the basis of stereotypes and biased expectations. Business and industry point out that the need for highly skilled, well trained workers is becoming so great that schools must develop the potential of all their students. Improving the quality of vocational education includes the active promotion of non-traditional options for both males and females. **It is not good business to limit the available pool of talent by limiting students' motivation, and opportunity because of their sex, or their race, or handicap.**

To prepare for this panel, I met with our guidance counselors in junior high school and asked them why we were not making more progress and how we could improve the situation. They felt that changing social attitudes was the main problem. Young females often have unrealistic expectations of how long they will remain in the work force. In 1981 the Bureau of Labor Statistics showed that 45% of employed women were either never married, or were widowed or divorced. They said that children at a young age understand the concept of work but that while boys see it as their primary activity, girls see it as something they will do for a short time until they marry and have a family.

We need to start much earlier to get both boys and girls thinking about career choices and the developmental guidance program we are starting should help us in our school system. It is an organized, systematic attempt to develop attitudes toward work and careers, grade by grade. **Parents also need to understand the changing workplace so that they will support their children going into non-traditional careers.**

Life/Work Planning developed by the DPI in 1981 is an excellent resource for schools because it is aimed at both males and females. We will never be able to change social attitudes unless we deal with the work attitudes of both males and females at a much earlier age.

"Comparable worth," equal pay for jobs that require comparable (not equal) skills will continue to be an important issue. In 1980, 52% of all women over age 18 were in the work force but they continue to be concentrated in a small number of low paying occupations. Opponents of comparable worth argue that market forces are responsible for setting wage rates. They say the market forces of supply and demand are affected by the clustering of women in certain occupations, resulting in an inflated supply of workers for women's jobs, causing wages to fall. However, the actual operation of the law of supply and demand has not supported the argument that market forces determine job pay. The continuing shortage of nurses and secretaries has not led to large increases in wages for these occupations.

BUSINESS AND EDUCATION PARTNERSHIPS OPPORTUNITIES AND CONSTRAINTS

Small Group Session

BUSINESS AND EDUCATION PARTNERSHIPS

Symposium participants were asked to disperse into three groups to discuss the opportunities and constraints in establishing business-education partnerships. Moderators led the participants through the nominal group technique, a process used to generate ideas and issues and clarify them and establish priorities in a number of steps.

The first question asked participants to list the constraints, problems, barriers, and concerns for effective and beneficial business and public elementary and secondary education partnerships, linkages and cooperative arrangements. The groups generated three common points. First, agencies involved in partnerships are concerned over control or turf issues in the school programs. Second, a lack of leadership or lack of interest in wanting to take the leadership. Third, each group prioritized cost as a predominant concern in establishing business-education partnerships.

The lack of time to invest in a partnership, different values and perspectives, and the labor unions ability to inhibit student work experience opportunities were also expressed constraints.

The second focal point of the nominal group process was opportunities, options and possibilities for effective and beneficial business and education partnerships revealed several common themes.

First, it was felt that one of the most beneficial types of partnerships are the "adopt-a-school" or "cooperative" work experience programs. These partnerships enhance the student's understanding of the reality of the workplace. The groups also concluded that partnerships are not only beneficial to the student but also to the business and the teacher involved. It is these teachers who have opportunities to work and learn from the business community and bring information back into the classroom. Business and industry benefits because they not only get better future employes (already trained through the cooperative programs) but also better opportunities for retraining business staff through partnerships with the schools.

In summary, it is evident that schools need to work on solving their "turf" problems through cooperation with the business commmunity and that schools must overcome their fear of change. Leadership is needed to initiate these partnerships and to be responsible for their coordination as well as to develop the trust needed for both to work effectively together.

In summary, the opportunities available in partnerships far outweigh the constraints.

CONSTRAINTS, PROBLEMS AND BARRIERS

1. Lack of time
2. Cost
3. Fear of change
4. Apathy
5. Lack of leadership and program commitment
6. Concern for safety under Workmen's compensation laws, union rules and regulations
7. Lack of coordination of educational systems
8. Suspicion, turf issues, control
9. Different priorities and perspectives
10. Lack of access for rural school students
11. Lack of flexibility in scheduling
12. Lack of clear problem definitions and responsibilities

OPPORTUNITIES, OPTIONS, AND POSSIBILITIES

1. Share knowledge
2. Enhance the understanding of roles and abilities
3. Use factories and workplaces as classrooms
4. Provide teachers business work experience
5. Share and exchange human resources - help to solve administrative problems
6. Improve student understanding of business roles
7. Provide part-time employment (internships, etc.) for students
8. Sponsor continuing education programs for teachers
9. Fund grants for curriculum development
10. Serve on curriculum advisory committees
11. Develop a workforce pool through job-oriented classes
12. Develop an awareness of opportunities for females and minorities
13. Develop realistic experimental exercises at the elementary and middle school level
14. Provide business and education needs assessment seminars
15. Provide technology seminars
16. Provide tax incentives for businesses to develop partnerships
17. Use schools for retraining business employes
18. Support student organizations
19. Provide (JOBS), Joint Opportunity Business and Schools, with the Wisconsin Association of Manufacturers and Commerce and Department of Public Instruction

20. Give attention to the school labor movement (negative workshops)
21. Support business and education partnership programs such as inventorships, business worlds (locally), cooperative education and adopt-a-school or adopt-a-class program.

EFFECTIVENESS AND EFFICIENCY IN THE DELIVERY OF SECONDARY VOCATIONAL EDUCATION PROGRAMS IN WISCONSIN: FOUR MODELS OF DELIVERY

Panel

Glenn Davison 37

Glenn Davison is assistant director of the Wisconsin Board of Vocational, Technical and Adult Education which is located in Madison. He is a member of the State Superintendent's Advisory Committee on the Gifted and Talented.

Before coming to the VTAE Board, he worked as district administrator (K-12) and director of instruction for the Sun Prairie schools. He has served as a member of the Board of Directors for the Wisconsin Council for the Gifted and Talented and as chairman for the Gifted and Talented Committee with the Wisconsin Association of School District Administrators.

Joseph Pellegrin 38

Joseph Pellegrin has served as a superintendent of schools in the state of Wisconsin for 18 years. He is currently superintendent of the Oshkosh public schools, and was superintendent for Bloomington, Markesan, and Germantown school districts.

He has held teaching positions in Carlisle, Ohio public schools, Western Michigan University and Milwaukee and Grafton public schools in Wisconsin. At present he also serves part-time on the faculty at University of Wisconsin-Oshkosh.

Joe earned his bachelor's degree in industrial education at Fairmont State Teachers College in Fairmont, West Virginia, his master's degree in vocational education from Stout State University, and his Ph.D. in education administration at the University of Wisconsin-Madison.

John Benson 40

John Benson is the assistant state superintendent for the Division of Instructional Services at the Department of Public Instruction. Over the past 20 years he has worked as an elementary school teacher, as well as junior high and high school principal in school systems in Wisconsin and Minnesota. He has also served as superintendent for the school systems in Barneveld and Marshall.

He earned his B.A. degree at Luther College in Decorah, Iowa, and his masters in school administration from the University of Minnesota-Winona. He is a member of the American Association of School District Administrators and is quite involved in his home community of Marshall, Wisconsin.

Richard Dignan 41

Richard Dignan heads the Department of Public Instruction's Bureau of Vocational Eduction. He also works with college and university level teacher training programs and local, state, and federal agencies involved with secondary education.

Before coming to the Department of Public Instruction, he taught industrial arts in the West Allis and Grafton school systems from 1960-68. He then served as district administrator for the Almond-Bancroft schools for eight years until being named school district administrator of the Wittenberg-Birnamwood school system in 1976.

Dick has served on the Mid-State Technical Institute Board of Trustees and is currently a member of the North Central Technical Board of Trustees. He received both his bachelor's and master's degrees in industrial education from the University of Wisconsin-Stout and has done further graduate study in administration at UW-Superior and UW-Madison.

REMARKS BY GLENN A. DAVISON

Wisconsin's Vocational, Technical and Adult Education system has a major mission of providing occupational skills training and retraining at the post-secondary level. Included in this are associate degree programs, vocational diploma programs, apprenticeship programs, adult basic education programs, and general educational development test programs. Additionally, the agency has a major mission in the area of economic development through providing customized training and technical assistance.

The agency also has a statutory mission as defined in Section 118.15 of the Wisconsin Statutes to provide vocational education opportunities for high school dropouts between the ages of 16 and 18 years.

Recently, the development of "pool funding" has expanded the working relationships between the two systems. The Vocational, Technical and Adult Education system and the Department of Public Instruction agreed to use funds from the federal Vocational Education Act to facilitate expanded opportunities for secondary students in vocational education utilizing resources in the VTAE system. Pool funds provided one million dollars for the 1982-83 school year, 1.5 million dollars for the 1983-84 school year, and will provide 2 million dollars for the 1984-85 school year.

Pool funds in 1982-83 provided opportunities for 4,182 students in 114 school districts to take advantage of expanded vocational education programs provided through the sixteen (16) VTAE districts. In addition to the students served through the pool funds, some 24,000 other secondary students were served in vocational education programming in non-pool arrangements with VTAE districts.

Presently, secondary schools have several options for accessing programs in VTAE schools. They may contract for class-size units to be taught a course or courses either at the VTAE school or at the local school district. The instruction is provided by VTAE instructors. Additionally, secondary schools may "slot" individual students into the regular programming provided by VTAE districts. The student enrolls in the VTAE district in the same fashion as any other adult student. Also, secondary schools with too few students to make up a class-size unit may cooperate with other secondary schools in creating the necessary number for a class-size unit. This instruction could be provided either at the VTAE district or at the local school district.

The pool fund projects have created a cooperative working relationship between VTAE districts and secondary schools. Articulation efforts which were previously somewhat spotty, are now expanding in each VTAE district. A futuristic view of vocational education seems to permeate the thinking of both systems.

As we look to a future of close cooperation between secondary schools and the VTAE system, there is the need to consider issues of importance including:

1) **Expanded articulation between the secondary schools and VTAE districts to develop improved opportunities for students to move from one system to the other. The articulation should be focused on competency-based programming.** This improved articulation should lead to more effective use of advanced standing, thereby allowing students to begin certain programming at the secondary school level and then receive advanced standing credits when they enter the VTAE school.

2) **Alternative ways to deliver instruction needs to be sought.** The distance between some secondary schools and VTAE districts is such that it is not convenient to transport either students or the instructor. Some use of telecommunications seems to be the most feasible alternative for providing this type of instruction.

3) Basic skills instruction necessary for successful entry into VTAE programs needs to be more clearly defined. **A statement should be provided to students anticipating entering vocational programming as to the kinds of secondary school prerequisites which will allow them to be more successful upon enrolling in VTAE programs.**

4) **Labor market information needs to be utilized in determining what programs ought to be offered at the secondary school level.** Labor market information must be coordinated with the VTAE district to insure the most successful training programs in terms of placement.

5) Certification of staff must be clarified so that future staffing of pool funded projects can be done successfully.

These issues, in addition to others, need to be part of continuing discussion between secondary school systems and the VTAE system as the two systems move forward in carrying out their individual missions, while at the same time providing quality vocational education at the secondary school, and quality vocational and technical education at the post-secondary level.

REMARKS BY
JOSEPH PELLEGRIN

I want to talk about kids who get into K-12 district cooperatives. I've been involved in several programs throughout the state. There are a couple that I'll note. One of the first K-12 school district cooperative programs is the one in Brillion. When Brillion started its program in the early '70s, the building was provided to the school district by the Brillion Iron Works. Four school districts participated in that cooperative program. It's still going today; however, it does not have as much thrust as it formally had. Cooperative programming in the State of Wisconsin has been in existence for some time. Most recently, I was involved in the Fox Valley Multi-Lateral Cooperative Vocational Project. This project operated for three years. It terminated in 1977, not because it was not needed, not performing well, but because of administrative concerns and lack of funding. Now when we talk about cooperative vocational education, I think a line should be drawn between things that are vocational and things that are general education. I believe that what was generally adopted and accepted by the Department of Public Instruction as representing vocational education occurs in Grades 11 and 12. Any vocational type instruction below Grade 11 is considered general education, and therefore, does not qualify for special vocational funding nor is it given status to be called vocational education. All instruction up to Grade 11, then, is considered developmental or exploratory and is not designed for the development of saleable skills. It was the intent of the Multi-Lateral Cooperative to develop programs that developed in students saleable skills.

A program model that I'm going to show you is the one that existed in the Fox Valley area involving the entire CESA 8 district. There were four general areas developed within this district. An urban area functioned around Appleton. An urban area functioned around Oshkosh including Omro and Winneconne. There was an area in between which included Neenah and Menasha. A fourth area included the New London cluster, the Neenah-Menasha cluster, the Oshkosh cluster and the New London cluster. It involved 18 school districts.

As the project got underway, some things were unique to it. For example, **we found that school people do talk to school people. But when they do, they usually don't discuss educational issues.** They talk about negotiations, and staff, and further, they do not discuss vocational education. General education and vocational education are at the bottom of the list. We found that in many of the 18 school districts, programs were common. Educational practices were not transported across school district borders. The multi-lateral project was funded through CETA, VTAE, and the DPI, and some "in-kind" funding. We hired a facilitator. The facilitator circulated between school districts for three years and got superintendents to talk to each other about vocational education. All clusters within a two-year period had newly formed cooperative programs in operation. Within two years, there was a shared position created between Shiocton and New London. The purpose of the position was to develop vocational education and to share vocational programs between school districts. Appleton who had many vocational programs going within the school system shared their program with Kaukauna and Kimberly. In fact, the Appleton sharing resulted in a joint consortium of schools which operated last summer. The consortium has expanded to such a point that Appleton, Neenah, Menasha, Kaukauna and Kimberly are now running combined summer schools. So the thought of comparatives proved to be very good and continues to exist. In Oshkosh, we have students coming into our school system from Winneconne and Omro. They take such courses as food service, metals, and automotive programs. Some high school students from Omro and Winneconne are also enrolled in the Fox Valley Technical Institute in Oshkosh.

Interdistrict cooperation can work. It did work. It does work. The multi-lateral model also involved the VTAE system. Our school district has capitalized on an extremely cooperative arrangement between us and the Fox Valley Technical Institute. So much so, that in Oshkosh we have staff located at the Tech School during the school year. We will have as many as 200 students in a cooperative program. Our Oshkosh staff is operating in the FTVI program. We are using FVTI vocational programs to serve high school students. The same process is now happening in Appleton. This is the kind of cooperation that does occur and it can happen. However, there are some things that are needed before cooperative programs get under way. **There has to be a very definite commitment on the part of top administration and boards of education. We have found that most superintendents do not understand vocational education or the kinds of programs that may be developed.** Until we brought in the facilitator to explain vocational possibilities to superintendents, little vocational development occurred. Vocational programs were not presented to school boards in that way, and boards were not really asked to make vocational commitments. We've found in each situation where the facilitator presented vocational programs to boards of education that the boards were receptive. So we found that board commitment does exist, it can be had, but someone has to be responsible to develop it.

We found that for cooperative vocational programs to really be effective, lead time is required. Someone has to go out and lead, plow the ground, plant the seed, and then lay back and watch things happen. Positive results do not occur overnight.

REMARKS BY
JOHN BENSON

Beginning on July 1 of 1984 we're going to have 12 CESAs, Cooperative Educational Service Agencies, in this state. One question we should ask is, **"Is the CESA a viable delivery model for vocational education in this state?"** There are some examples that can be given showing limited CESA participation in the delivery of vocational educational programs for school districts. It would be less than fair for the Department of Public Instruction not to include in any discussion about the future of CESAs that vocational education should be a major part of what CESAs will do. There are many questions that we need to ask.

There is a real problem in many school districts when it comes to providing vocational education programs. The problem makes vocational education a little bit different from a lot of other programs. It's that there just isn't a desire on the part of some people in administration and sometimes on boards of education or the public to support vocational education. There are many reasons for that. Often times, when it came to administration, I think it's because they're so involved in all kinds of other things that seem to be more important, they just don't have the time to deal with this. Perhaps the CESA as a delivery model would be helpful in those districts where that fact has credibility--where the people who are employed to administer that district do not have ample time to fulfill all the requirements that seem to come along with vocational education, especially if you are a federally funded district. When you are a federally funded district there are some requirements that are not easy to fulfill. We know that there must be long-range planning. That's not bad, but it takes effort. There must be evaluation. That too is good, but it takes effort. There is a need for advisory comittees. Everyone in this room would agree that as we talk about partnerships, advisory committees are important. The vocational educators have been out-in-front with regard to partnerships because they've had advisory committees in place for some long time. But all of that requires leadership, which could be provided through CESA for some districts. There are people within the CESA whose primary responsibility is to provide the leadership to work with the vocational education staff in those local districts, with school boards, and with administrators, and probably most important, with business and industry within that region. As we talk about partnerships, we've had a lot of conversation about whether it's easier to have partnerships in Milwaukee as compared to Butternut. Maybe it's difficult to have partnerships in rural Wisconsin, although I think that the farm equipment dealerships, the feed store operators and the car dealers, and even main street businesses want to link up and be partners with the schools. **There are business people in every community, irrespective of their size, anxious for a partnership arrangement with the local school.** The CESA could perhaps assist in developing those partnerships. We include in our discussion about delivery such other things as: the need for basic skills, the need for guidance, career planning and development, career education and other support services. They're all important to vocational education. There is the need for CESA to assist some local districts in coordinating all of those programs.

If a CESA is to be a viable delivery system, someone needs to answer these questions. How will leadership for vocational education within the CESA be funded? Will we use federal dollars or will we use local dollars? If we're going to do that, who is to be responsible for helping the adminstration, the board and the public to understand that the community ought to make a commitment to vocational education just like it does to reading, writing and arithmetic? Or will the state do it? And if that's to happen, how will the various groups who are interested in that, impact upon the legislature and the governor to insure that the state does it? Will the program be voluntary or will it be mandatory? How will the kids in Highland, Wisconsin have the same assurances, the same guarantee for comprehensive vocational education as the kids in Platteville or in Belmont? Will CESAs have a willingness and a capacity for working with local school districts to deal with changes? There is such a need. It may mean that kids are going to ride buses in certain school districts to another district and spend most of that day in the other school because there is no way that we can provide that program in every school in Wisconsin. Finally, can there be some kind of a regional business-industry linkage or partnership with the local school districts including the VTAE districts so that we do a better job of providing skills and training that kids need as they leave our schools and go out into those buisnesses and industries?

REMARKS BY RICHARD DIGNAN

Like the new twelve CESAs concept, the Job Training Partnership Act (JTPA) is in its developmental state. The Job Training Partnership Act replaces the

Comprehensive Employment Training Act (CETA) as of October 1 of this year, 1983. It certainly has been on the drawing board for some time. What we have done in the state of Wisconsin in terms of the elementary and secondary schools has been to gain about a 7 or 8-month jump utilizing these grants to help local and public school districts around the state learn how to gain access. Basically, CETA is a job creation promotion. The funds were provided to employers in the public and private sector to create jobs and hire people in the hopes that either that job would be assimilated by the employer, or sufficient training would occur for that person to become employable elsewhere. The Job Training Partnership Act differs fundamentally. It is job training with the hope that, given a certain degree of competency, people will then find available jobs and assimilate into the work force. That concept will also be the basis of some of the controversy which is occurring as people think they have Job Training Partnership Act funds to continue the operation that was in service under the CETA act. Basically the funds are being distributed through service delivery areas. There are 17 around the state and it is the responsibility of the governor to approve those service areas based on some criteria in the act that has to do with population and employment opportunities. Within that service delivery area, the responsibility for the utilization of funds rests with the PIC (Private Industry Council). Fifty-one percent of the PIC is composed of people from private business and industry. It is intended that private industry have the controlling influence in how the funds are used. In addition to membership from the private sector, it is required that there be representatives from the elementary and secondary schools although the act reads that representatives of elementary and secondary education is not a specific requirement. The Department of Public Instruction has encouraged school district administrators to become part of the PIC, so that elementary and secondary schools have access to the monies. In addition to that, representatives from the VTAE system, and a representative of the Wisconsin Job Service must be on the local PICs. There are other requirements in the makeup of the PIC. Each of those PIC councils also has to be approved by the Governnor's Employment Training Office. In almost all education programs, our schools receive their funding either through the Equalization Aid Formula, local property taxes, or Federally Funded Programs Administered by DPI. This is not so with Job Training Partnership Act funds. The local schools must access dollars for programs in their schools through the local PICs. This committee reviews proposals.

The requirements of the act are to serve ages 14 and beyond in terms of the elementary and secondary schools. We're talking about ages 14 through 21 when we include those with handicapping conditions. JTPA is responsible for funding retraining progarms which serve an age group beyond elementary and secondary education as well.

A basic difference between the CETA program and the JTPA program is that the Job Training Partnership Act is designed to serve the economically disadvantaged. That's the underlying requirement. After you select a population of economically disadvantaged, there are some other priorities such as persons who have some handicap or barriers to employment. At-risk youth are termed as dropouts or as individuals who may be significantly behind their graduation requirements. And so the intent of the act is to serve initially the economically disadvantaged and within that group, the at-risk population.

Each of the service delivery areas have to submit a plan to the governor's office for approval. The governor's office must be convinced that it meets the requirements of the act before they can proceed to implement funding proposals. We have had a $100,000 grant from the Governor's Employment and Training Office (GETO), and have had staff in the field working with local school superintendents to help plan for the implementation of JTPA through the CESA agencies by October 1; acquainting them with procedures and giving technical assistance in proposal writing. We have had many school districts write proposals, many of them consortium-type proposals covering many districts through the service delivery area. Some of the service delivery area programs are late in getting started because they have not had their training plans approved or incorporated so that they can administer the program themselves or set up administrative entities to administer programs for them.

A requirement in the act and the intent of the act is to force partnerships. Private industry has the major influence in deciding the training, where the training should be and also what preference be given to training programs that have a track record of proven excellence or proven success. As these are proposed and developed, there are also some other complications. Earlier in this state we developed the Wisconsin Youth Initiative Program, which has gone through the Governor's Employment and Training Office and has the purpose of serving disadvantaged youth in those school districts that had significant dropout populations. They're located around the state and I don't recall how many of them, there are; maybe a dozen or so of those programs.

In our legislature, dealing with the Job Training Parternship Act, there is an attempt to insure that the Wisconsin Youth Initiative Programs be funded through the Job Training Partnership Act monies. The problem with that is, that the Wisconsin Youth Iniative Program is based on serving educationally disadvantaged youth, not necessarily economically disadvantaged, who do not meet the intent and the requirements of JTPA.

When you look at the recording requirements, each of the service delivery areas will have to meet performance standards. Now, we'll have a nine-month shake-up period. The initial performance criteria has been arbitrarily determined with the statement that we will look at the first year's results and then determine whether the initial arbitrary standards have been met. The initial criteria for continuation of grants is that there be a 41% placement ratio or that 41% of the people who enter the program obtain the objective of the program which is job placement. We certainly want students placed out of the secondary schools into permanent employment. While there is some confusion in the interpretation of this, it is our position that completion of school is an acceptable job performance. If we enroll a dropout in the program, and that results in getting additional training, reentering school and staying through graduation, that's an acceptable performance criteria; although, this needs some critical discussion and clarification. There is tremendous politicing on the part of those groups that formerly operated administrative entities under CETA. There is fierce competition for program operation. This complicates initial implementation. In addition to the funding going to the local service delivery areas, both the VTAE system and the Department of Public Instruction share in the eight percent of the funds used by state education agencies for their use in helping to develop state level program initiatives. Local PIC councils feel that public schools should receive their monies from the eight percent set aside and not from access to local PIC monies. This complication interferes with whether local schools are being funded around the state by the 17 SDAs. We just spent the last nine months informing LEAs that they are in competition with all the agencies in the 17 SDAs for funding of programs in the local schools.

We will use the state's eight percent funds for staff to administrate the act, including the information management system, for the processing of fiscal data, and the management of data in terms of placement criteria and performance criteria. We will then assist school districts in achieving success and having programs approved at the local service delivery area level. We can sit down with the local PIC councils and inform them that if they fund a local school district in this project, DPI will assist with the funding to help the local school districts develop and maintain a track record in this type of job training. We reserve the right to fund a demonstration model in the state in its entirety, although that is not be a primary effort of the eight percent set-aside at the Department of Public Instruction.

ALTERNATIVE FINANCE SCHEMES FOR FUNDING VOCATIONAL EDUCATION

Brian Roherty, Administrator
Division for Management and Budget
Department of Public Instruction

Brian Roherty took on his present position on as Administrator for the Division of Management and Budget at the State Department of Public Instruction in 1981. His primary responsibilities include preparation and execution of the agency's annual budget, and direction and supervision of administrative and management support services including the Bureaus of Policy and Budget, Management Services, Personnel Services, Systems and Data Processing, Education Information Services, Equal Educational Opportunity, and the Legal Services office.

He came to the Department of Public Instruction from the Governor's office where he was executive budget officer supervising a staff of five analysts and handling the planning, budget and policy development of the Governor's education budget.

Brian earned his undergraduate degree in political science at the University of Wisconsin-Madison and his master's degree in Public Affairs at the Lyndon B. Johnson School of Public Affairs at the University of Texas in Austin.

Brian Roherty:

I want to assume that we need more money for vocational education. I have five basic premises about the process of getting money in the state of Wisconsin. **The first premise is that people move when it's in their interest to move and if we're to get money for vocational education, we've got to show that it's in people's interest. Second, I think that you need to have adequate leadtime to explain any type of major change. Third, you need a clear problem definition.** Others today have expressed this same concern in relation to the need for a clear goal or objective. I any event, we have to say exactly what we will deliver with the support we'[illegible]rovided, who will be served, and what the solution will be for each of [illegible] groups. **Fourth, I think that any funding alternative must be kept [illegible]. My last premise is I think you ought to go for broke.** The legislature will ordinarily reduce any amount suggested, so it is better to be bold and innovative. But I believe that one thing we've learned here is that **the system must be ready to handle change.** It's always possible that, in expressing an innovative concept, our full program may be accepted.

Now in terms of funding alternatives, there are three possibilities I would recommend and there are some of these that I would reject. The first one I would suggest is the traditional mix of VEA funding job training partnership act dollars, state equalization aids and local taxes. Obviously, we can talk about using these to fund the programs that we have, or for getting larger amounts for the secondary schools.

A second alternative, and the one that is receiving the most attention, is more state aids. There are four ways to look at state aid and they fall into two categories. The first category is to look for dollars outside of education. When you look outside of education, you can look to the state's general fund and new revenue growth. That's the safe way to go. The second way, if you're looking outside of education budgets, is to consider a reduction in shared revenues. If you were to look within education agencies for dollars, you hit a trap that a lot of people do not understand. The legislature has been very clever with the funding of elementary and secondary education, by funding a set percentage of costs. If school costs are $2 billion, there the legislatures fund 40% or some other fixed percentage of cost. They turn to the education community and say to the interest groups, "Fight among yourselves and may the best agency win." That might be a little unfair, but it's the reality we have to live with. As a result, there are two ways within elementary and secondary education where you can get this money. One is out of equalization funding. In that fund, a lot of people talk about changing the school aid formula so that you can direct more dollars into vocational education on the assumption that these are higher cost opportunities. Secondly, you can come up with additional state aid. I would suggest that looking into state aid is a tough uphill battle and if you want to go that route, you had better be able to show that you can get some results for the dollars. Now that I've identified those three, I'll pass very quickly over the options that I don't care for. I believe that looking for massive new federal dollars to assist us with vocational education is difficult and probably unlikely in the foreseeable future. Secondly, I think that turning to the local property tax for major new support is unrealistic, as is a reliance on fees, or turning to the private sector to finance our initiative. I think all of those are options, but not very good options.

In summary, there are two other points that need to be made. We can sit here and talk about vocational education and come up with a very logical plan, but then ignore the fact that our plans have to fit into the state superintendent's overall priorities for the next biennial budget. There has to be policy consistency in his budget that will have to be worked out over the coming months. **Lastly, I think, that with most issues, the question in the legislature is, "Is this an issue whose time has come?"** I believe that the Parker Project has been setting the stage in a logical, progressive way that is going to make this an issue "whose time has come" in the next biennial budget. There is a great opportunity for funding.

Day 2

THE MISSION OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION: PREPARATION OF YOUTH FOR THE WORLD OF WORK AND FOR ECONOMIC PRODUCTIVITY.

Harland Samson, Professor and Associate Dean
Department of Education
UW-Madison

Harland Samson is the associate dean of the School of Education at the UW-Madison, and professor in the Department of Continuing and Vocational Education. He has published over 60 articles and manuals related to business education and distributive education, such as "Changes and Trends in Post-Secondary Marketing Education," "Interrelationships in Distributive Teacher Education," and "Distributive Education: Identity and Image."

Professor Samson received the Delta Pi Epsilon Award for Outstanding Research in Business Education in 1964, and was named as outstanding Business Educator in 1980 by the Wisconsin Business Education Association. He is chairperson for the 1984 National Conference on Marketing and Distributive Education and a member of the American Vocational Teacher Education and Staff Development Committee.

Harland Samson:

Bert Grover addressed vocational education during his campaign and, since being elected, has steadfastly kept up the dialogue in an effort to improve secondary vocational education.

Many things of importance have happened in secondary vocational education in the state over the past couple of years. I think you are familiar with most of these activities. You've had a chance to see the projects initiated by DPI including the project that has brought us here to Green Lake for a delightful 48 hours. I think we are going to be able to puruse information on what might be done to improve secondary vocational education and the role of secondary education from his present time through the year 2000.

This morning we are to consider what the mission of public elementary and secondary schools in Wisconsin should be relative to the preparation of students for work and economic productivity. Numerous questions have already been raised about the role of public schools and we've talked about what the goals for vocational education should be. I'd like to rephrase some of these questions. They are in no particular order, they are not discrete, they are interrelated in many cases, and they are various dimensions of some underlying issues. **For the 1980s and the 1990s, what should be the major purpose of the K-12 educational system? In a society that is rapidly changing its structure, do we really need to change the public expectation of our educational operation? What purpose or purposes should be served by the secondary schools, grades 9-12? What expectations should we have of high school graduates? What should they know, what should they be able to do?** Is it really true that we have a generation of young people coming through the schools who are rich in knowledge but poor in experience? Should career education and career exploration be an integral part of every K-12 school curriculum? Should employability skill development be a part of every middle and secondary school curriculum? Should vocational education be a part of every secondary school curriculum?

Let me pause just to make sure that if I use some terms here that you're getting them the way that I intend. As the result of work with another committee, we put much of what we do in the K-12 school into three categories. We have one large category called basic skills education that deals with the fundamentals of reading, writing, communication, computation and so on. Another set of skills are the employability skills. These are the things that young people need to have in order to gain employment; personal behaviors and personal skills, ability to follow directions, complete an application form, conduct a personal interview, the ability to be a self starter, and to be punctual. These are a whole set of skills that are essential in any employment situation. The third category is vocational education which includes those skills that prepare individuals for work in a given arena or economic sector.

Should we expect that every secondary student before graduation or before leaving school have acquired competence in some occupation or job? Should schools establish a minimum set of basic skill competencies that must be obtained before secondary school students can enroll in vocational courses? Should every student complete a period of directed occupational work experience or, as the Carnegie Report calls for, a service requirement prior to graduation? Should every student be assured access to some appropriate occupational education program regardless of size or location of their school? Can this be done? Can new initiatives be undertaken in secondary vocational education without jeopardizing the existing high quality and effective programs? Can new initiatives replace obsolete vocational programs or courses? If all secondary schools are to provide vocational education, what other changes in K-12 education will be necessary? What can schools do to assure their vocational education programs are matched to the students community of employability and not just the geographic district of the school? What steps need to be taken to ensure equity of access and equity of occupational preparation? Can schools modify curriculums and schedules to accomodate partnerships, cooperative activities and alternative delivery systems? Are incentives for business and education partnerships sufficient to make cooperation desirable? Will private and public employers be able and willing to provide internships, residencies and initial employment opportunities in sufficient numbers to provide training and immediate employment experiences for high school graduates? Do we have enough training stations to accomodate the needs of all students who are in that phase of their high school education? Should schools and the Department of Public Instruction consider a differential staffing policy to create opportunities for persons from business and industry to serve as occupational skills teachers?

Should K-12 schools be given encouragement to drastically change school schedules and calendars to better accomodate student needs for occupational education? For examples, the 45/15 day plan, the continuous four-quarter system, or the inter-term block arrangement. Should every high school have a local vocational education coordinator and one or more occupational advisory committees to assure school-business linkages and long range plans? Should all school personnel, regardles of certification categories, be required to have some extended period of full time work experience in business or industry? What standards should be applied to assure that we have high quality vocational education programs at the secondary level if that's where we want them? What needs to be done to assure that every school district either makes or has a commitment to vocational education equal to their commitment to the basic skills programs? Should we insist that before a school be allowed to engage in athletic programs it first must have a complete and comprehensive academic and vocational program? Should the cost of secondary vocational education be paid for out of regular state aids and local taxes just as is the cost of other regular educational programs? What should Wisconsin secondary vocational education look like in the year 1990?

These are just a few of the questions, and I'm sure you have more of your own. I think that we have a unique opportunity. Someone mentioned last night that we have a window. Those of you who have read Mega-Trends, John Naisbitt's book, know that he points out something which I think is relevant to what we are faced with now in our national commission reports on education. The United States as a whole can keep its collective attention on only a few social issues at one time and that they will shift. Something will happen and public concern with one matter will certainly begin to disappear. **With about 28 national commission reports causing great agitation in all states about education we have an opportunity to move in, to make changes at a time when there's a lot of public attention on education.** If we wait a year or two years, who knows where the collective attention of this country will be focused. I share a concern that we move as quickly as we can for developing some plans for improvement in secondary vocational education in our state.

We have today some of the finest young people we've every had coming through our schools. They've got a lot of knowledge, they've been exposed to life. **I think our bottom line here is what we can do to improve and what we can do to make sure that the educational programming is well matched toward the rapidly changing social and economic society that these people are going to grow up in.**

I promised to make that short and I did. In your small group discussions between 8:30 and 10:00, I would like to have you do the following. First of all, determine if your committee agress that every K-12 public school should provide curriculum and learning experiences that will assure every student the opportunity to explore potential careers as well as acquire skills necessary for the transition from school to the world of work. And second, establish and prioritize the goals your committee feels is important and necessary for vocational education in Wisconsin's secondary schools. What things should we be working on? What things are most important if we are going to bring about the changes in the educational services that are provided to the young people of Wisconsin?

MISSION OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION

Discussion and Small Group Session

The mission statement discussion centered around changing the name, image, and the concept of vocational education. Joseph Pellegrin, district administrator for the Oshkosh schools, stated that schools in his district were aligning themselves with the word, technology. "The science departments are aligning themselves with technology and the math department could ease into that. But I think vocational education also fits into that and what technology is going to do is to force all of those departments to work together toward a common goal."

John Lavine, publisher and editor of a group of Wisconsin newspapers commented, "If your division got a new name and wasn't called vocational education, but was called something else, and the program that came from it looked across the curriculum, you would be sending a different message to students and their parents and those of us out in the community. **I am simply pleading with you not to buy that old vocabulary because it has got a whole set of messages tied to it. I don't think you appreciate the impact of it."**

Lavine also said that the participants must look at the new phenomonen. That is people coming out of school, at whatever level today, are not going to be staying in a job for an ongoing period of time. "It is a continual process and **if we continue with our traditional thinking, we are slotting them into something and saying that they are going to do that job a lifetime. This is not the case."**

B. Dean Bowles, deputy state superintendent of public instruction, pointed out that one of the reasons the old jargon has hung on for so long and has created traditional images is because the concept for the Bureau for Vocational Education was created as a result of the Vocational Education Act of 1917. "The whole thing has been federalized since 1917, and we have not really disengaged from that thinking. Different words, different terms, etc., have been substituted, but we still have home economics today and you know what that means to everybody: cooking and sewing. It means you prepare the men for the world of employment and you prepare women to stay home. That is how it was done in 1917. But the point is," Bowles said, "that programs are changing and I'll bet you dollars to donuts you'll never get broad public support statewide for something like home economics unless the old programs can be reconceptualized and the reconceptualized programs marketed and sold differently."

Richard Williams, of the Milwaukee Urban League, added "We as educators and laborers and business people must re-examine not only the system of education, but the terminology, and the process of delivering services. I would have to say that many individuals in the sixty percent group who do not go on to college, probably missed the boat because they did not have the opportunity nor the proper nurturing to go on. They are just as capable of going on to college as the others, such as the inner city and rural kids . . . It is time to remeasure and use a different measuring stick."

Representative Patricia Goodrich emphasized the importance of training these students and preparing them for career changes during their lifetimes. She felt that students should not be trained specifically for an immediate job nor for a particular type of employment as a means to sustain one's self and family. "When something happens to that job," Goodrich said, "you must be mature enough to make that job change. You must have the basic educational skills and the ability to translate those skills learned in the K-12 system in order to make that decision."

It was concluded that a separate committee be set up to study the change of concept, terminology, and image so that vocational education can create in Wisconsin the finest, most skilled workforce in America.

GROUP A

PROPOSALS IN SUPPORT OF PUBLIC EDUCATION'S MISSION FOR EXCELLENCE

1. Assure that every K-12 district have available vocational options.
2. Integrate career exploration into K-12 curriculum (with middle school emphasis)
3. Assure access for every student to guidance counseling prior to completion of K-12 experience.
5. Assure that primary and secondary education train all students for a lifetime of educational experiences.
6. Require all district administrators to initiate contact with business and explore ways to start a meaningful relationship.

NOTE: It is contemplated that sex equity will be the basic consideration in each of these proposals.

GROUP B

MISSION STATEMENT

All students shall have educational opportunities and competencies in:

> "communicative skills in reading, writing and speaking; computation; computer use and application; science, civics; careers; technology; fine arts; history and foreign languages"

Each student is entitled to explore, develop and expand on the above.

Every student shall have an awareness of the expectations of the work place.

Every student shall have access to occupational skills training. Each Wisconsin educational system and its staff shall be involved in this process to the greatest degree possible. This is also true of the state's labor, management and communities.

GROUP C

PROPOSALS IN SUPPORT OF PUBLIC EDUCATION'S MISSION FOR EXCELLENCE

1. Generate awareness of the needs for enhanced basic skill development in order to meet the retraining demands of an ever changing world of work.
2. Provide exposure to traditional and non-traditional occupations.
3. Develop an understanding and appreciation for the free enterprise system.
4. Develop understanding of the concept and the importance of "work ethic."
5. Develop skill in the area of technology leading to entry level employment of further training.

NOTE: THE PREVIOUSLY MENTIONED 5 POINTS ARE DEPENDENT UPON:

** Career education relevant to the changing work world
** Clearly articulated K-12 Curriculum
** Teacher retraining and exposure opportunities
** Elevating image of vocational education

MISSION STATEMENT: EDUCATION FOR EMPLOYMENT AND ECONOMIC PRODUCTIVITY

(Combining Group A, B, C)

Each school district shall provide a comprehensive educational program for employment for all youth of the district to the end that no student is denied access (regardless of race, sex, or economic disadvantage of the student, or the location of district or size of the school) and that each student acquire the basic skill competencies, employability skills and attitudes, and occupational skills necessary to enter the world of work or to pursue additional study in his or her chosen occupational field. More specifically, each school district must assure that prior to the high school graduation, all students of that district have received instruction in the basic skills and employability skills and attitudes, have had career development educational experiences and appropriately related supervised work experience or introduction to the reality of the work place, and have had access to vocational education programs appropriate to their interests and to the needs of current and future labor markets.

CLOSING REMARKS

THE FUTURE'S SYMPOSIUM ON
YOUTH, WORK, AND ECONOMIC PRODUCTIVITY:
WISCONSIN AT RISK?

Speakers:

Roger Axtell 57

Roger is vice-president of Public Affairs for The Parker Pen Company. He was elected to his current post in 1982. Roger joined the corporation's Public Relations Department in 1956 and has since served as assistant to the president, assistant marketing director for Europe/Africa, vice president of the International Marketing Division, and vice president of the Latin American Area.

He is a graduate of the University of Wisconsin and holds an appointment by the U.S. Secretary of Commerce to the Wisconsin District Export Council. He is vice chairman of the Wisconsin Governor's Advisory Committee in International Trade and is also a member of the Advisory Board of the University of Wisconsin Management Institute.

John Benson 60

John Benson is the Assistant State Superintendent for the Division of Instructional Services at the Department of Public Instruction. Over the past 20 years he has worked as an elementary school teacher, as well as junior high and high school principal in school systems in Wisconsin and Minnesota. He has also served as superintendent for the school systems in Barneveld and Marshall.

He earned his B.A. at Luther College in Decorah, Iowa, and his masters in school administration from the University of Minnesota-Winona. He is a member of the American Association of School District Administrators and is quite involved in his home community of Marshall, Wisconsin.

John Lavine 62

For almost 20 years, John Lavine has been publisher and editor of the Lavine Newspaper Group which includes the daily newspapers in Chippewa Falls, Portage, Baraboo, and Shawano. Half of that time he was director of Cygnet Films, Ltd., located in London, England.

John has been a member of the White House staff as well as a correspondent in Mexico for Murphy Newspapers. He has also worked as a reporter for the Wall Street Journal.

He received his Bachelor of Arts degree from Carleton College in Northfield, Minnesota and attended graduate school at the University of Minnesota. John is the president of the Inland Daily Press Association and was a member of the University of Wisconsin Board of Regents. He was nominated for a Pulitzer Prize in 1980 and 1982.

Herbert J. Grover 65

Bert Grover is the Superintendent of Public Instruction for the State of Wisconsin. Previously he worked as superintendent for the Monona Grove Public Schools and Niagara Public Schools. Bert served as the state legislative representative from Shawano and Menominee Counties for nine years.

He is a member of many state and national committees. Some of these include the Steering Committee for the Education Commission of the States, the University of Wisconsin Board of Regents, the Higher Educational Aids Board, and the State Board of Vocational, Technical and Adult Education.

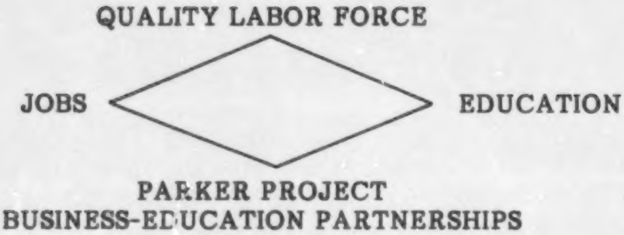
After graduating from St. Norbert College, Bert earned his master's degree at American University in Washington, D.C. in International Relations, was certified for teaching in Stevens Point in 1967 and completed his Ph.D. in Educational Administration at UW-Madison in 1974.

REMARKS BY
ROGER AXTELL

When I was asked to do this, I felt very reluctant to try to summarize. How do you summarize Niagara Falls or the Grand Canyon? Then Bob Williams said to me, you used to be a reporter, so just report what you heard.

There have been thousands of great, thoughtfully presented words in the last day or two, so I've tried to pick out a few words that were significant to me. I hope they'll be significant to you. I found them in two categories. First I found words that took on new meanings for me. And then I found what I call key words which are the ones that I'm going to try to remember. You talked about these this morning, like the difference between vocation and career. Someone said we needed a glossary. We did get hung up on some words. Articulation. I didn't know what that was until Glen Davison told me. It means dialogue, collaboration between K-12 and VTAE. You've got your own language. We in business are worse than anybody, so I'm not throwing stones. Job specific skills. Dick used that a great deal. And then I finally found out what it meant. Meaningfully literate. This is the one I think that is very important and we talked about what is literacy this morning. Equity and access. In business you access your computer, and in business you don't mess around with equity. Here you want to mess around with equity. Slotting. Glen mentioned that. I thought he was talking about legalizing gambling. And delivery systems. My daughter just had a baby and I thought you wanted to teach the LaMaze system in high school. So I got hung up on delivery systems.

Now with certain other key words, I think we said it all. Quality labor force. This is what the conference is all about and that's why it's at the top of the page. **We've got it here, whether it's something we've inherited, or a legacy. Whatever it is, we've got it and it's probably the most precious asset that we've got in this state.** You can talk about water, you can talk about clean government, but the quality labor force is what we started with. And jobs, as Bob said Monday night, education and jobs. Jobs are very tangible, very political, while education is intangible, esoteric. I contend that there is this kind of a relationship going on, one supporting and creating the other. This is what I heard the last couple of days. But the thing that we added, I think this week, was this line - the Parker Project, and business-education partnerships and I thought that it was a wonderful interconnecting, a wonderful interweaving of these basic words. Bert asked us to redefine high school and that's what these words signify.



We talked about partnerships and we realized that it wasn't just business and education partnerships, it was articulation partnerships too that were talked about. The K-12 and VTAE and the turf sensitivity, the need to really form partnerships to achieve what we are talking about here. Then, of course we ended up with a mission. And I found a very nice, neatly constructed diamond of thoughts and concepts that I think I'm going to carry away.

Now, also trying to be a reporter, I found a couple of things, a couple of subjects that we didn't talk about. The first, was dropout prevention. It was mentioned briefly by Dean Bowles and you said, quite frankly, that subject may be for another conference. But when I first came in Monday night, I read this - **"Seventeen percent dropout rate in Wisconsin. The best educational program is of little or no value to the student who drops out prior to completing high school. Wisconsin's dropout population represents a significant human and economic cost to the state." Call it cost. Call it waste. I call it alarming that one out of six are wasted before we even start.** I would suggest that this could be one area to begin with in this rescuing of people, this resue mission that we've talked about and the need for quality labor. One out of seven or six is absolutely unacceptable. It's unacceptable in any profession or business. In business, medicine, any of the professions, one out of six lost before you start is not only economic waste, but it is alarming.

The other thing we didn't talk about: the information explosion. What a marvelous, wonderful thing it is. It is descending upon us and how we are going to cope with it? We talked about access, equity, and turf sensitivity and all these problems, but I didn't hear much talk about this explosion or fallout that is going to descend, not only on the system, but on the young people. How are they going to cope with that over the next ten years. John Lavine came to us in Janesville last spring to tell us that in ten years we're not going to be picking up the newspaper, but we are going to be putting on a pair of spectacles and seeing everything on a screen in front of us. The picutres will go into motion and if you press a little button, it will pick up all of the events that happened on a given subject that you are interested in that day. And if that's going to happed, how are we going to cope with this in the educational system in the next ten years ?

In addition to all the problems we've got, one large unanswered question remains. We talked about it a bit last night when Brian Roherty gave us some of the options on how we are going to pay for all of this. Bob Williams said, "Where is the crunch going to be, where are the trade-offs going to be?"

We can't expect to answer all these questions in this short time period, but I felt it was obligatory to perhaps point them out.

Carl asked us quite properly - he did a super job of keynoting a conference like this - a number of provocative questions. The one key that I thought he said, "Is Wisconsin at risk?" He attempted to asnwer his own question by saying, "We are at risk of being at risk," and I felt that had a lot of substance to it. The fact was followed by his point about **our most previous asset being our quality labor force. If we lose that, then we are in dire trouble. If our quality labor force leaves, we've lost out most previous asset. Most importantly, if the companies that provide those jobs to that quality labor force leave, we are in great trouble.** The only way to forestall that is to go back to this diamond diagram that we are talking about before: linking up the quality labor force with job creation, education which creates jobs, and this program. This project can directly affect future investments in the state of Wisconsin. And investment is going to create jobs. We can attract investments in the state of Wisconsin as a result of this project. We need a sense of urgency and that's something that I have underlined in my work notes.

Tim Cullen said we've got to "frighten people into action." John Lavine said we've got to be "radical in our thinking." Bob Williams said "we need an evangelist," and we need it now. These are the things, these are the words that came out of my perception of this conference. We've got to galvanize the four basic publics that we're talking about, we've got to galvanize business, we've got to galvanize education, government, business, and the parents, and if I could be so bold as to try, with Bob Williams' help, a shorter mission statement or maybe a preamble to the mission statement, it would be something like this: **To create in Wisconsin the finest, most skilled work force in America.** In 25 words or less, to me, this is what I heard, and this is what we ought to try to accomplish.

REMARKS BY
JOHN BENSON

I think it's obvious to you, Bert, that this was a diverse group, but it is interesting to note that as we have been discussing vocational education issues we have had significant agreement. It's important to report to you, also, that **this group generally agrees that the secondary schools have a significant role to play in economic development for Wisconsin.** That was one of the major issues with which most of us agreed. As Roger has said, "Bert, your kick off talk on Monday evening was favorably accepted by all of us and obviously because of your initiative and keen interest in vocational education we're all here and moving forward in this important part of secondary education." Carl did help us to begin this conference in a forceful, positive, and optimistic manner. He said that entry level workers must be meaningfully literate and he wants workers who will participate with their minds. I think that's refreshing and something that we can take to our secondary schools and include in the curriculum as we educate our young people for the work place. Carl also emphasized the importance of attitude, and certainly we must include that in the vocational education curriculum. He also emphasized the importance of math and science. We discussed the role of counselors and the importance of counseling in our elementary and secondary schools, and that too, will be re-examined as we try to figure out how to better deliver the instruction our kids need. There is unanimous, or near unanimous, agreement among the rest of us for Carl's ideas. Several members of this group reacted to Carl's comments from an educational perspective. We agree that we need to look at the program, curriculum, delivery models, an appropriate definition for vocational education, and funding possibilities.

One of the major barriers that we discussed was that important people in local communities and districts are not always as supportive of vocational education as they need to be, including school superintendents, board members, and other people. There are attitudes that we can influence that ought to emanate from your office and our agency to get at this concern and others.

Emphasis was given during our deliberations to the opportunities for women, minorities and disadvantaged people. Several ideas were presented that will certainly be carried forward with this project. A lot of attention was given to the idea of partnerships, particularly partnerships between schools and business. I don't think there's a person here who doesn't agree that this is the age of partnerships. We believe that the partnership idea will be accomplished best through the efforts of your office and our agency, and part of the final product that we're going to put together and sell will include the strategies and the ideas necessary to accomplish those partnerships. Roger mentioned that we discussed funding. Brian Roherty presented us with some ideas about future funding possibilities for vocational education.

There is a strong feeling among many members of this group that this program should be layed out quickly and that we should clearly develop the product that we want to sell before the funding is sought. **Most of us agree that the moment is now, that we have no time to waste.** This morning, Harland Samson might have popped our balloon just a little bit by asking a series of questions. I think they're timely as we conclude this symposium and move forward with the rest of the activities that will lead us to conclusions. We do have a good start. We look forward to completing the project with a conference planned for Madison and several regional conferences, resulting in some policy and legislative proposals. I think that we leave here today with a great deal of inquisitiveness and determination.

We're charged up to complete this project. Maybe the best summary of all was provided by Harland's last question, **"Is it possible that vocational education could be the vehicle that would deliver what we seem to think is needed in general education?"** Even though it may not be the only vehicle, it is one of the major ones.

REMARKS BY JOHN LAVINE

Thus far, I have played a combined role as a representative of business, as an employer and as a citizen. Now I would like to be a reporter and editorial writer and address the opening question, "Where should we be going?" (Bert, don't worry, I'll tell you what is reporting and what is an editorial.)

For those of us who are on the outside looking in, this project initially looked like it may not make it. There certainly are numberous barriers: power, apathy, fear, sexual stereotyping, powerful special interests, lack of money. Those are formidable obstacles that many of us have discussed over the last couple of days.

My list of barriers runs down half a page. Yet, my list of things that I think we all agree on, or 99% of us agree on, runs three pages. when you get as diverse a group as this one which, away from here, spends a lot of time negotiating, fighting, and wrestling with each other--to come out with this must agreement, I am convinced that the Parker Project and the goals you have been seeking is real. In the mission statements we have agreed that:

There ought to be more math and science computer literacy.

There ought to be interaction between business and schools and families and schools.

There ought to be responsibility put on schools so that courses are contemporary and there must be cooperation among the various types of school systems. You also ought to look at changing the length of the school day and the school year; at equity between districts and at new ways to involve parents and the community at large.

Now, I don't think you can get this diverse group to agree on goals of this magnitude without asking two things: One, can we get the state to agree to this venture; not every little i dotted and t crossed but the bulk of it? Heaven knows, **this group has reached more concensus than any of us thought.** Tim Cullin said initially, "Don't come to the legislature and ask us what to do, come in with a package." Well, I think there is a package.

Number two, I really think that if you took four elements from our three groups -- Roger's preamble, Group B's standard generalized goals and Group A and C's specifics and wrote them up in that order--you would have one hell of a measureable package.

To of this, Bert, adds a kind of muscle, let alone flesh, on the skeleton of what you have been shooting at, a goal that is unparalleled to what I've seen sought in modern-day education.

Now, having said that, let me editorialize a bit: This is a personal opinion, but also an attempt to meet my official assignment of answering, "Where should we go from here?"

My professional life is built around observing the political process and listening to the broader community. From that vantage point **let me tell you I think we have a unique opportunity and a window that is closing fast.** Public memory is short. The economy is going to swing up in early 1984 though it will then eventually drop away. But it is going to swing up because inventory shelves are empty. That is a reality. When they are empty, they've got to be filled, even when times are rougher than they appear.

However, under all that is the fact that the students in school, their parents, everybody, is real nervous. They remember the pain of the last couple of years. They didn't expect the downturn to be as deep and as long and as hard and as nasty as it was, and they don't know when they're going to get laid off again.

If you read the better polling going on in the country, you've read that those negative feelings haven't gone away. That's why a lot of things aren't happening.

Now let me be real candid to the educators and the people with this project. In content terms, your timetable is perfect, it's right on. It's also dead wrong.

I don't think you have either that kind of time nor will you make the sale you want to make.

Yes, you have the hottest, sexiest, most bipartisan issue going--jobs. That's why I've taken his blackboard and written down the headline: American's best work force and work place. That's Wisconsin.

We want this to be a state that provides America's best work force and work place. Nobody in this state can argue with that: labor, management, Democrat, Republican, educator--nobody. It is a commandingly saleable concept, but your timetable is too slow. So I propose the following:

Don't wait for the biennual budget because, proportionately, the amount of money you're talking about doesn't need to wait for it. You can get a plan hard honed from a focus group, from the best heads now. Use people like Bob Williams who has been doing that with great skill for years. Take the very best ideas, prioritize and combine them as a package.

You have such a package ready to go in January and you take it all over the state to get feedback.

This group has done too much work to wait much longer. What you want to do is to put 20 ingredients up there, fill 16 of those slots and leave four open. Then when you go to the people of the state, be willing to negotiate by dropping off and reorganizing the sixteen you have laid out.

But be ready with that much by January 1. Then you are on the way to getting in front of TV cameras and reporters' pens at a news conference. What you will have to say could not be avoided for eight column front page coverage because standing on the same platform will be the leaders of both parties, both houses, management, labor, industry--every sector, people that never stand together.

You can take that carefully drafted statement and you ask the Governor to say, "This news conference will be brief. Here is the mission, we have all signed it. It will have national tidal wave ripples. We have all signed it. We are going to have a special session next week, and we're going to get the money for it."

This group has given you, Bert, this wonderful clarion call to sell something and I think you sell it by itself and sell it next spring. I think it is uniquely saleable.

Next spring there are no other meaningful elections in the state, and the one thing everybody agrees on is this statement needs to have in it "America's best work force." If this project can produce that, won't that be one hell of a step forwards?

I am grateful to everybody for letting me have a little part of these past couple of days. Thank you.

RESPONSE AND CONCLUDING REMARKS BY HERBERT J. GROVER

We want to thank all of you for being here. I felt the other night when I looked around the table that we had assembled a diverse group of talented people who were focused on a primary issue. I want to give special recognition to Al, Roger, and Bob and Parker Pen for sticking with us as we develop and flesh out these ideas. I want to thank all of you for the contributions you've made. I personally struggle philosophically and sometimes wonder whether or not it is the right thing to just wrap ourselves in a total academic program in our secondary schools. I think not however. **The total academic program just doesn't do it at all in terms of addressing the needs of all the children who are in our public schools.**

Wisconsin has some assets that will stay if we do our job properly in public elementary and secondary education. We're never going to be able to change our weather. I don't think we will ever have a tax climate that is the most favorable among the fifty states in the nation. Low taxes are not our tradition. We do have clean water and clean air and clean government. Our greatest asset is a talented, educated citizenry and workforce. It seems to me that one of Wisconsin's goals requires that we continue to invest in our children to assure a talented and an educated citizenry and workforce into the 21st century.

I think that Bob Williams said that the economic renaissance in this state begins with public elementary and secondary education. I think we have a good base on which to build. There's a lot of statements in the literature suggesting that the changing job condition in our society will be one where there are some really well-paid jobs for a few very intelligent, capable individuals and that they will almost be an entitled class. They will be the economically privileged, and they shall sustain us in this informational age, this technology age. They shall sustain the growth industry in this changing era. That may mean a big gap and a lot of menial types of jobs for minimum wage. There then could be a vast cleavage between one class of entitled employes and the remaining group of lower class employes in our society. I think that is not the way we ought to go in Wisconsin. **I think that the answer in Wisconsin is to raise the level of the total work force, all of us. We not only should raise the ceiling but also raise the floor. We should do it through concerted effort and realistic programmatic opportunities in our schools.** I agree with the comment on dropout prevention. If there was as much waste in some private sector enterprise as we have in some of our schools right now, particularly in terms of young people whose potential is lost as a result of dropping out, industry or business enterprise would not be in business. We cannot stand aside when we look at those kinds of dropout statistics. (Wisconsin is about the best in the nation too.) One can ask how are these people going to function in our society.

The high school diploma will be the job entry certificate if business and industry will signal that to us. The GED rescues some of that population but is ultimately inadequate. **But increasingly we've got to address the question of our precious resource, our human capital, and we've got to do it in our secondary schools.**

I think we also have to talk about how business relates to schools and what signals they have sent to our schools. I've been pushing the university to have it send stronger signals to our secondary schools in terms of the type of preparation young people ought to have if they are going to be adequately prepared to compete intellectually in that atmosphere. We will also significantly impact upon the Wisconsin high school condition with an increasing enrollment of young people in our post-secondary vocational programs in the VTAE system. Because of the necessity to be multi-faceted and multi-skilled, it seems to me that there's no duplication of effort in having young people capturing work experiences and skills in the secondary schools that complements their need to be functionally literate, to have communication skills, and to have computational skills in order to be employable in the changing job market.

Innovation and entrepreneurship complement the needs of business and industry. I think that being multi-faceted and being able and willing to continue pursuing life-long education, ought to be a goal. I'm convinced that we're doing the right thing. **I'm convinced that there will come out of this conference a new definition, a new relationship, and new opportunity for our children.**

Then in the Wisconsin tradition, if we can move the total work force to new levels of accomplishment, new levels of skill and new levels of ability to achieve and produce, then our initiative will generate the favorable climate in Wisconsin that should sustain the economic levels that we all believe in and know must come.

As we compete with the other states in the nation, and other nations in the world, it seems to me that we must renew the economic condition in Wisconsin through the recapitalization of intellect and the quality of the young people that are coming out of our schools and entering the labor force.

We're excited about the time that you spent here, the way that you stuck with the task, and the presentations that you all have made. I heard some excellent things about the intellectual vigor that was demonstrated at this conference. It's part of the process. John is urging us to move the process quickly in light of the conditions and the opportunities to advance now in this moment of institutional self-doubt and introspection. So, for all of the right reasons, we thank you for contributing. The time that you have put in this issue is not going to go away. When I leave the office of the state superintendent at some time, hopefully voluntarily, I would like to be known as "Mr. Secondary Vocational Education." I would like to say thank you for all of the help you've given.